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ABSTRACT

The Experience-Based Career Education (EBCE) program at J. L. Mann High School (Greenville, South Carolina) was designed to provide enrolled students with community-based career experiences and to make the career resource room a focal point for career education for all students and teachers in the school. An individualized course of instruction was also offered to EBCE students along with their community experiences. The 1977-78 school year was the first full operational year of the program. Formal pre- and post-testing was conducted in achievement, career concepts, and attitudes for three of EBCE groups (N = 87). Comparison data was gathered from non-EBCE students in the same high school and from another high school. Survey and interview data were gathered at various times throughout the year from students, parents, and community resource persons. Also, periodic observations were made of EBCE activities. Some of the evaluation findings were as follow: (1) improvements were made for the second year by expanding staff and facilities and developing additional job sites; (2) program dissemination was ahead of expectation; (3) English and mathematics performance on standardized tests indicated that EBCE students were performing as well as comparison students; (4) EBCE students showed significant growth in writing skills as a result of a focussed effort on writing ability; (5) the Career Maturity Index showed total battery superiority of EBCE students to comparison students; (6) there was some evidence of appropriate attitude development; and (7) a review of the guidance component by an outside guidance specialist yielded high ratings for the entire guidance program. (BM)

ED167747

INTERIM REPORT
SECOND YEAR
(September 20, 1977 to September 30, 1978)

Project No. 502-AH6-0050
Grant No. G04-76-03004 Part D

EXPERIENCE-BASED CAREER EDUCATION
High School Level Demonstration Project

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

CE 019 661

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October 1978

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SUMMARY OF REPORT

Time Period:

This interim report covers the time period between October 1, 1977 and October 1, 1978, which is the second year of funding for this Experience-Based Career Education (EBCE) grant. The EBCE program has been in full operation during the nine months of the school year of this time period. The summer months have been spent in modifying the program in order to arrive at a feasible transference model.

The goal of this Experience-Based Career Education program is to provide realistic career information to J.L. Mann High School students. This goal is accomplished by providing EBCE students with community-based career experiences related to their own interests, aptitudes, and abilities; and by making the Career Resource room of EBCE a focal point for career education for all students and teachers in the school. During the time frame of this report, an individualized course of instruction has been offered to EBCE students, along with their community experiences.

Goals and Objectives:

The specific objectives of this EBCE program follow:

Students in the program will .....

1. increase their knowledge of careers
2. achieve in basic skills
3. experience positive gains in attitudes toward learning environments
4. experience positive gains in attitude toward self

Parents of students will show positive attitudes toward the learning environment.

EBCE staff will develop meaningful lines of communication between J.L. Mann High School and businesses, industries, and agencies in the community.

Procedures:

The procedures designated in the written proposal have been followed (see Management Schedule, Appendix A).

A third party evaluator, Education Evaluation Services, Incorporated, was again sub-contracted. It was not deemed necessary to sub-contract with the first year's consultant, Research for Better Schools.

Program participants have been pre- and post-tested, along with control groups, and the evaluator has maintained close monitoring of community site development, guidance, and academic program to assure that each component was maintained as designated and free from sex bias (see Evaluation segment). Quarterly evaluations have been used to modify and strengthen delivery services.

The program has been open for enrollment to all students in the tenth, eleventh, and twelfth grades. During this second year, a total of 87 students have participated in the program, some for one semester, some for two, and some (with scheduling problems), only in the community component.

Students have had the option of career explorations or career specializations (internships). Students have spent two mornings per week, for a total of six hours, in the working community. They have spent the remaining three half days per school week in the Career Resource classroom, receiving individualized instruction in English or mathematics, and also receiving group career guidance. Students have spent the balance of each school day in additional required or elective courses in the traditional, parent school program.

Students have used school bus transportation and have been covered by a school insurance policy which they purchased individually.

Within the career development component, 15 clusters have been implemented, using a total of approximately 89 community sites and approximately 348 career choices. The 15 clusters cover almost the total spectrum of careers available in Greenville county. Within the career development component, students have pursued a detailed plan emphasizing career knowledge, hands-on activities, interviewing, and reporting back to EBCE staff.

Students have been scheduled to sites without regard for ethnic or sex tradition, and employers have been counseled relative to elimination of traditional bias.

The second component, career guidance, has dealt with the affect area -- the assimilation, by the student, of community experiences in relation to personal interests, aptitudes and talents; changing sex roles have been examined through use of effective film strips and activities involving peer interaction. Students have been provided an opportunity to examine personal values, to integrate career knowledge, and to study techniques of decision making. Simulation, role playing, and idea exchanges have been accomplished under the tutelage of a trained guidance counselor, so that students might develop the techniques needed to formulate realistic career goals.

The third component has dealt with cognitive learning, offering individualized instruction in English and mathematics.

A Community Advisory Committee has provided input into program strategies. Parents have been invited to the Center on two occasions.

Results and Accomplishments:

Many indicators point to the fact that students are benefiting from this EBCE program in terms of both personal maturity and career orientation. These indicators include formal outside evaluation, parent input, comments in student journals, and plans of graduated seniors. (Appendix A)

Development of fifteen clusters which include approximately 90 sites and 350 job choices provides many student career options. (Appendix A) Community support has been fostered through in-service and contacts in site development and close monitoring.

The Guidance component has been strengthened with strong student orientation and with the added experience of the counselor through both in-service and personal experience in this program. Changing roles for women have been addressed in seminars for students and in district Staff Development.

Dissemination continues to be accomplished through a close working relationship with South Carolina State Department personnel. A program descriptor has been accepted as a state prototype for career education credit.

Transference plans in this district have been approved and are being implemented.

One hundred students receiving job placement guidance located part-time jobs during the school year, or summer jobs. Students having taken EBCE were particularly successful in locating jobs.

Evaluation Summary

The 1977-1978 school year was the first full operational year of Greenville EBCE. For this reason, data was gathered through the school year. Formal testing in achievement, career concepts, and attitudes was conducted in September, January, and May. There were three EBCE groups--a fall semester group, a spring semester group, and a full-year group. Comparison data was gathered from Mann non-EBCE students and from Riverside High School students. Survey and interview data were gathered at various times throughout the year from students, parents, and community resource persons. Also, periodic observations were made of EBCE activities. The following comments summarize our major findings.

1. The inclusion of the full time teachers and counselor on the EBCE staff for the second year of the project resulted in a tremendous improvement in the functioning of the EBCE program with improved communication, efficiency of operation, and esprit de corps being evident to the evaluation staff.

2. Project facilities were improved for the second year of the project. The EBCE project was provided an additional private office for the community coordinator in the school guidance office, which is in close proximity to the EBCE complex. Individual study carrels were obtained for the EBCE classroom.

3. The development of the additional job sites (which reached approximately 100) allowed another improvement in the EBCE program for the second year. Students were allowed to choose sites from those available rather than being channeled into a few selected clusters each semester. This achievement, along with establishing site monitoring procedures which included the utilization of the guidance and instructional staff as site monitors, has resulted in very positive evaluations of these experiences by the students and by community resource people as well.

4. A major accomplishment for the second year of the project has been the abundance of effort exerted by the staff to develop a transference plan acceptable to the local school district including dissemination activities performed for school board members, community leaders, and school officials.

5. An unanticipated development, as far as EESI was concerned, was the emergence of the project staff as a clearinghouse for student jobs as evidenced by the report quoting that all but two of the students seeking summer employment had been placed. Performance of this role for students may serve as a selling point for administrators considering transference plans.

6. Program dissemination has been ahead of expectation considering that this was only the second year of the project. Moreover, visitations by outside professionals and presentations at professional meetings have occured. In part, this visibility has been accelerated by the roles the project coordinators have filled on state-wide committees.

7. The teachers of mathematics and English appeared to have done an excellent job of individualizing instruction across a wide range of student ability.

8. English and mathematics performance on standardized tests indicated that EBCE students were performing as well as comparison students.

9. EBCE students showed significant growth in writing skills as a result of a focussed effort on writing ability.

10. The Career Maturity Index shows total battery superiority of EBCE students to comparison students. End-of-year performance exceeded the first year's end-of-year performance. Although not all subtests give consistent findings, the evidence is that EBCE was effective in regard to career maturity development.

11. There was some evidence of appropriate attitude development. The CMI Attitude Scale yielded its highest two measures for the posttest scores of the full-year EBCE group and the fall-only EBCE group. The Student Attitude Survey of RBS showed no EBCE gains, but EBCE students tended to show better attitude performance than comparison groups.

12. There is continuing enthusiasm for EBCE on the part of parents and community resource people, and community enthusiasm was unusually high during the second semester. The political support and assistance of parents and community persons might well be the major outcome of EBCE.

13. Case studies developed by EBCE staff are excellent records of how the program works and how five children were affected by it.

14. A review of the guidance component by an outside guidance specialist yielded high ratings for the entire guidance program.

Conclusions, Implications, and Recommendations for the Future:

The Community and Guidance components of this project have proven to be its major strengths.

Strong business community endorsement has meant that students have a wide variety of sites from which to choose. Such endorsement has also built strong school/community relationships. As an example of the strength of community endorsement, one member of our advisory committee, who also provides a site and is the father of an EBCE student, solicited time on the School Board of Trustees agenda to address continuance of the program.

A well-structured guidance component has enabled students to make wise choices for Exploration and Internship and to assimilate their community experiences in relation to personal interests and aptitudes. Close monitoring of sites by the guidance counselor has maintained ongoing communication between all involved parties. We are convinced that the total program would be much less effective without the guidance component.

The individualized, academic component has not proven to be an essential ingredient to program success. Eliminating the academic component in the transference model facilitates students' scheduling and brings program cost within a feasible range for ongoing operational support from the district.

Two factors are needed if the program is to remain ongoing in this district and to be expanded: First, some district financial support will be needed to maintain the program in the 3 or 4 schools presently implementing; Second, additional support from some source will be needed to train personnel for program expansion.

We estimate that one site development coordinator can develop sites and schedule students in 4 high schools (160 students total). The more sites available to students and the more trained employer-teachers participating, the more likely it is that the student can be fortuitously matched to the right location and provided with the one-to-one relationship which has made for program success. Also, broad site development assures that no one site be over-used, an important point in dealing with business.

The site development coordinator must be trained to community needs and be aware of public relations values. We have put through to the district administration a request that such a position be funded in 1979-80.

Expansion to schools which have not been implemented in 1978-79 will necessitate training career education coordinators to manage the program and additional site development personnel.

The present EBCE staff, program coordinator, site development coordinator, and guidance counselor have spent two years now developing the prototype program. One year of federal funding remains for

dissemination and transference. The staff is aware that, in a district with 15 high schools, schools other than those 3 or 4 now implementing could benefit from comparable programs. It is thus, with a measure of frustration, that we anticipate the end of funding with this present school year and the break-up of this trained, intact staff. It would appear appropriate for NIE to extend the funding of successful projects to the degree that they could consummate program transference and dissemination.

The major tasks ahead for the 1978-79 school year are transference into other district high schools as previously outlined and dissemination in this state through the office of the State Career Education Coordinator.

The staff remains committed to the belief that our high school students need and want realistic career experiences. We note the high number of students demonstrating career commitment after program participation. We note the high number of EBCE students who become "job ready."

Two extrinsic values to such a program remain apparent: the high degree of goodwill created between school and community and the infusion value of this program in the total school.

As a point of recommendation, this staff would like to see programs comparable to EBCE developed in the summer months for the teaching staff. We feel that such a program of staff development would provide strong benefits to both school and business community and we are in the process of suggesting such a program to the local business community.

BODY OF REPORT

Statement of Need:

The Career Education movement, nationally, has its origins in a speech by Sidney P. Marland, then U.S. Commissioner of Education, before the 1976 convention of the National Association of Secondary School Principals. Since this meeting, the rationale for career education has been expounded upon philosophically by various leaders in education; Conant, Tyler, and Hoyt for example.

The true underlying need is better revealed by statistical reports such as the First National Assessment of Career and Occupational Development in 1973-74. The major C.O.D. areas assessed are (1) command of basic skills; (2) knowledge about jobs; (3) career decision-making skills and knowledge. These findings are now benchmarks against which the impact of programs currently funded may be measurable in the report assessment planned for 1970-80.

An emphasis on Experiential Career Education is articulated by Eugene L. Dorr, Associate Director for the State Board for Community Colleges of Arizona, in an address on February 23, 1977. Mr. Dorr cites current youth unemployment as one of the most sensitive and explosive issues facing us nationally. He challenges education to properly prepare youths for adulthood by developing educational activities which tie in the community with the education process and product. He suggests that experiential career education not only benefits the student approaching adulthood, but also generates communication within the community so that decision makers at all levels understand and support the needs of career education.

The rationale for career education in the state of South Carolina is based on findings revealed through various needs assessments and attitude inventories conducted in this state. The most recent of these assessments is contained in the State Plan for Career Education presented to the State Board of Education on September 8, 1978 (Appendix A).

This Plan, which is on file with the State Department of Education, points to the rapid increase in population being experienced in this state due to industrial growth which greatly changes the technological composition of the state's employment. This growth impacts on the educational system. It calls upon educators to prepare their students for productive and personally rewarding lives through programs which are relevant and transferable to the world of work.

According to the Plan, the vast majority of the South Carolina public sees the ultimate justification for education as being both practical and oriented toward the future success of the child. South Carolina students also indicate a desire for practical and realistic career education activities. The twelve goals contained in the Plan reflect these needs.

The philosophy of the South Carolina Department of Education reflects that espoused by the U.S. Office of Education in P.L. 93-380 and P.L. 94-482, maintaining that career education can provide the focus for bringing together the often divergent educational activities into a flexible process for continuous learning unequally fitted to the individual and societal changes; in other words, career education can be a vehicle to promote a climate of educational purpose in the school.

Just as the state of South Carolina reflects the needs identified nationally for experiential career education, so the School District of Greenville County reflects state needs.

The local need is documented in the original proposal, Greenville county being described as in transition from rural to urban, with a high percentage of its adult population (both male and female) underemployed and poorly prepared for the more highly skilled jobs created by new industry.

The School District of Greenville County recognizes the need, locally, to broaden occupational aspirations of all students. In August of 1973, the Board of Trustees adopted a Five Year Plan which states: "By 1978-79, all students will become acquainted with the world of work in a career field of their choice. Concomitant with this goal is the preparation for a life of personal fulfillment and appreciation for the dignity of work."

J.L. Mann High School, one of fifteen in the District, is representative in terms of need. Where J.L. Mann High School may differ from other high schools in some part is in the dedication of its faculty and staff to development of curriculum designed to meet student needs -- including the Experience-Based Career Education program.

During the second contractual year, less need existed for the consultant services of Research for Better Schools (RBS). Instead, consultant specialists were identified and utilized as needed with particular empnasis and sex role stereotyping.

A need existed to strengthen staffing and improve individualized instruction. This was accomplished; however, the prescriptive type of individualization has been dropped from the district transference plan because it is an expensive method of education and extremely difficult for even the talented teacher. In place of the totally individualized approach, a schedule blocking 11th and 12th grade English with the community component has been devised. Some individualization will be incorporated into this block approach inasmuch as classes will be heterogeneous; however, grouping will be feasible. Transference is to be implemented in January, 1979. (See Program Description, Appendix C).

A need existed within the community component to enlarge the number of cluster offerings and to develop a specialization phase. A total of fifteen clusters have now been developed, including approximately 90

sites offering approximately 350 different job choices. With implementation planned in other high schools for January, 1979, a need will exist to increase the number of sites developed since the key to not overburdening the community resources is a diversity of sites.

The second year program also called for the addition of a fulltime guidance person. This need has been addressed, and the staff guidance person has developed an excellent orientation procedure and a well-structured ongoing guidance program. Her expertise will be utilized in the upcoming transference.

Additional needs met during second year funding include remodeled and well-furnished physical facilities, cost being paid by this district; and, a student insurance plan wherein program students purchase the regular school insurance at $5 each and the insuring company covers them in their off-campus activities. Staff has worked closely with the district attorney on legalities.

Providing adequate student transportation to sites will remain an ongoing need as transference is accomplished. Cost for school bus rental has proven disproportionate and a recognized need exists in the Greenville community for public transportation. It is hoped that most students will be able to provide transportation, but at the same time acknowledged that some students will necessarily be eliminated from participation due to lack of transportation.

Staff has discussed the need with the Greenville Transportation Authority to no avail. It is possible that some form of taxi-pool can be worked out.

Primary needs in the 1978-79 school year will be in the area of transference and dissemination. The transference goal is to smoothly implement the transference model into three or four other district high schools (including J.L. Mann) in January, 1979. In this way, the program will be sustained.

In terms of dissemination, staff will continue to work closely with the Career Education Consultant of the South Carolina State Department, and to respond to outside requests for information about the model.

It has also become apparent that a need exists to include job placement as a component of this experiential career program. Students and employers have responded positively to this service.

Goals and Objectives

The specific goals and objectives of this program are as follows:

I. Students in this program will .....

A. Increase their career knowledge
B. Increase their achievement in basic skills

C. Experience positive gains in attitudes toward learning environments, in terms of both school and occupational sites.
D. Experience positive gains in attitude toward self.

II. Parents of students will show positive attitudes toward the learning environment.

III. Program staff will develop meaningful lines of communication between J.L. Mann High School and businesses, agencies, and other community resources.

All of the above goals and objectives have been evaluated during 1977-78. Since the academics will not be integral to the program in the transference model, achievement in basic skills will not be evaluated per se in 1978-79. Of course, if the program is successful in its other goals and objectives, participating students will find long range motivation for academic achievement.

Programs in transference schools will be evaluated.

General Project Design

The general project design as outlined in the proposal was a modified replication of the Research for Better Schools model. This project design has been followed during the second year.

As indicated above, the transference model is a further modification. This modification was approved by Dr. Joyce Cook, Ms. Ellen Lyles, and the evaluator during a conference in Washington on June 28, 1978. J.L. Mann will move to the transference model in January, 1979, and other district high schools will implement at this date.

Educational Evaluation Services, Inc., was subcontracted as third party evaluator on October 15, 1975. It has remained and will continue in this role. The evaluator has maintained a close monitoring of community site development, guidance, and the academic component during the 1977-78 year, to assure that each component was established as designated and free from sex-bias. (See Appendix D). Under instructions from the evaluator, students have been pre and post tested upon entering and leaving the program. Quarterly evaluations have been used to strengthen delivery.

The program has been open for enrollment to all students in the 10th, 11th, and 12th grades. A total of eighty-seven students were enrolled during the school year, 1977-78, some for one semester, others for two. Nineteen of these students participated in specializations (internships) of a semester's duration. The student population directly reflected the total school population with 45 male, 42 female; 29 black, 58 white. By grade level, 21 were seniors, 31 juniors, 34 sophomores, and one ninth grader. Student ability ranges also appear to have reflected the total school population.

Fifteen clusters have been made available within the community component, covering almost the total spectrum of careers available in this county. (Appendix A). Students requested specializations in computers, law, meat cutting, teaching, advertising art, food services, business, printing, and drafting.

As designated, students have spent two mornings each week, for a total of six hours, in the working community. Students have received academic credit for the community experience. They have followed a detailed plan while in the community, a plan which emphasizes career knowledge, hands-on activities, self reliance, and reporting. Prior to selecting community sites for exploration, students have received extensive counseling to insure wise choices and they have passed, with minimum competency, a test based on cluster readings.

Students have been scheduled to sites without regard for traditional ethnic or sex roles, and employers have been counseled relative to Title IX. Group guidance sessions have been devoted to this issue, with successful role models speaking to the group. A directory of local persons employed in non-traditional roles is maintained.

During the remaining three mornings per week, students have received academic instruction in English and math, and group guidance, as designated in the general program design.

With transference, the program will be moved to an afternoon schedule and the math eliminated. Students will continue to spend the same number of hours in the community and the guidance program will remain intact.

Guidance sessions have dealt with the affect area: the assimilation, by the student, of the community experiences in relation to personal aptitudes, ambitions, and interests. Students have been encouraged to broaden their occupational aspirations; at the same time, they have been made aware of the commitment needed for success in a career.

Students have been provided an opportunity to examine personal values, to integrate career knowledge, and to study techniques of decision-making. Simulation, role playing, and idea exchanges have been undertaken so that students might develop the techniques needed to formulate realistic career goals.

Dissemination during 1977-78 emphasized two areas: developing increased awareness in this district in order to effect transference; and working as a member of the State Advisory Committee designated to designing a State Plan for Career Education. Emphasis on dissemination will be foremost in 1978-79. (Appendix B).

The Community Advisory Committee, organized in January, 1977, remained active in providing input to the program.

Transportation has been provided by school bus. Students have purchased school insurance to cover time in the community. The school district assumed responsibility for providing excellent physical facilities.

Results and Accomplishments:

Results and accomplishments were assessed by the EBCE staff, evaluator, State Career Education Commission, and HEW Representative Ellen Lyles, on February 9 and 10. Effective strategies were identified at this time as well as areas needing to be strengthened.

It was apparent to those involved in the evaluation that Mann students are benefiting from experiential career education. The program of in-depth career guidance combined with actual working experience outside the classroom is helping students mature and, in many instances, make career decisions. (see Appendix A)

One parent of an EBCE student has said, "I have watched a 16-year old middle child blossom into a mature young lady, able to meet the public and cope with the workaday world in a way which belies her years." (Bender)

One J.L. Mann teacher has said, "I can tell the EBCE students when they walk in my classroom, for they are the ones who come in, sit down, and get to work." (Ivester)

Twenty-nine students who at one time participated in EBCE at J.L. Mann have now graduated. Of these, 19 are known to be pursuing career commitments made in EBCE, either through advanced education or on-the-job. (Appendix A)

Already in the 1978-79 school year, six seniors who will graduate have initiated application procedures in post high school programs involving career commitments made in EBCE.

Journal Entries of students are an indicator of the EBCE learning process and the growth and maturity made by EBCE students. (Appendix A)

Fifteen clusters are now open to students for Exploration or Internship. These clusters are made up of approximately 90 active sites and 350 job choices! The careers offered cover almost the total spectrum available in Greenville County. (Appendix A)

A November seminar to inform the business community of career education values was sponsored jointly by the local Chamber of Commerce and this EBCE staff. (Appendix A)

The Guidance Component has been greatly strengthened by development of a strong, two-week orientation program. Students appear to be making wise cluster choices.

A plan to monitor each site in use during a nine-week period has been established.

Several seminars related to non-traditional sex roles have been held for EBCE students and other students in this school. Workshops

for the district administrative staff on "Women in Management" were co-sponsored in June, 1978 by this staff and district Staff Development.

The EBCE guidance counselor was invited to participate in a Career Education and Women (3 hours graduate credit) program at the University of South Carolina during the past summer. (Appendix A)

Staff has worked with other community groups involved with professionally advancing women in careers.

This EBCE staff has worked closely with the South Carolina State Department of Education/Accreditation, relative to awarding a consistent credit for experiential career education. At the request of the Accreditation Division, a detailed transportable description has been written. (Appendix C). This descriptor will be the South Carolina model for dissemination and transference. This is the first time in this state a pure career education credit has been accepted.

On June 28, at a meeting in Dr. Joyce Cook's office, the transference model and plan was approved. Two teachers have been appointed to implement the transference model in January, 1979. One of these teachers will be at Wade Hampton High School and the other at Eastside High School, both in this district. (Appendix A). J.L. Mann will also make the move to the transference model in January, 1979 with this school assuming partial cost of operation. It is anticipated that a teacher for a fourth high school will be appointed in January.

It should be noted that the full community component and full guidance component have been retained in the transference model. The individualized, academic component was not retained. It was felt that evaluation did not demonstrate the efficacy of the academic component in relation to its cost, and it did not appear feasible in this district.

An additional component, Job Placement, has been added to this EBCE program and will be retained in the transference model. During the 1977-78 school year, 100 students who received job placement guidance from EBCE staff obtained part-time jobs during the school year or full-time summer jobs. Of these 100 students, 47 had participated in the full EBCE program. Eleven of the 100 jobs were in the YTEP program, with the balance of 89 in private industry.

In addition, EBCE staff served as middle man for the younger students seeking CETA summer jobs though actual job placement counseling was not provided to these students. It would appear that a linkage with CETA program will be significant in 1978-79.

Educational Evaluation Services, Inc. (EESI)

Educational Evaluation Services, Inc. (hereafter called EESI) is a Georgia corporation, incorporated in 1969, for the primary purpose of conducting evaluations of public school projects. It is located in Athens, Georgia, the home of the University of Georgia. Its staff and consultants are usually University of Georgia faculty. Thus, the corporation has a large base of personnel who are available for assistance in any problem area.

EESI is not a part of the Greenville, South Carolina, school system. EESI has not previously been used by the Greenville, South Carolina, school system. Its President, W. L. Bashaw, has been used as a consultant on a limited basis. This personal consulting has not exceeded ten days total in the past three years.

EESI is not involved in the operation or implementation of the Greenville EBCE project. We provide no materials. We provide no consulting on project activities, other than advisement on problem areas uncovered by our investigations. Timely feedback and advisement on potential project problems are integral components of our evaluation concept.

No persons associated with the Greenville School District nor with Research for Better Schools have participated in the writing, previewing, or editing of this document.

Evaluation Procedures

Design

During the 1977-1978 school year, there were three overlapping groups of students. These three groups were students who were in EBCE for the fall semester only (often called Group 1), students who were in EBCE for the full academic year (Group 2), and students who were in EBCE for the spring semester only (Group 3). The identity of data from each of these groups was maintained and data from each group usually is presented separately.

The original evaluation design called for both in-school and out-of-school comparison groups (Groups 4 and 5, respectively). The matching of both Mann and Riverside comparison groups with the three EBCE groups was seen as unreasonably difficult, since this procedure requires the removal of small groups of students from many classes and the need for special testing rooms. This was discouraged by school administrative personnel. Moreover, the evaluation team held strongly the opinion that comparison children should not be tested repeatedly. We consider this position an ethical issue--children who are not receiving benefits should not be used extensively in the evaluation. It is also a design issue--children who are over-tested are likely to cooperate poorly, yielding poor performance, thus creating the appearance of stronger treatment effects.

A site visit to Riverside High School led us to be wary of Riverside as a "control" group. This wariness was due partly to the changing development of its student body. That is, the original choice of Riverside as a school comparable to Mann in student characteristics appeared to us to be less valid this year. Riverside had made a commitment to incorporate career education concepts into its regular curriculum two years previously. Moreover, Mann's EBCE program is exerting influence on the entire school and Mann's new principal is showing his concerns for career development. It is our opinion that our non-EBCE groups are not to be considered "controls" as much as reasonable comparison groups to be used as interpretive aids.

The conclusion of these considerations was to accept a reasonable normative sample of children at each of three points in the school year--September, January, and May. EBCE students can be compared to comparison "norms" at each of these points. Intact classroom groups were tested for each comparison group. These classrooms were chosen to give a full representative sample of non-project children.

Thus, a typical analysis reported here compares pre- and post-test status of EBCE students to the status of two norm-type groups (a Mann group and a Riverside group) at the same two testing times. We have the following model which shows nine student groups of which three (the three EBCE groups) are tested twice:

Testing Schedule

Group	Time Period		
Group 1	September	January	--
Group 2	September	--	May
Group 3	--	January	May
Mann Control	September	January	May
Riverside Control	September	January	May

The sampling plan also allowed for an additional ethical advantage. There was no particular value served by forcing each non-EBCE student to take all tests. Therefore, different comparison subgroups took different parts of the evaluation battery. Thus, the samples differ by time period and by test instrument. This is essentially a version of item or matrix sampling, in which many independent groups are used to simulate a single large group taking a lengthy test battery.

Analyses

Our statistics include one-way analyses of variance across all groups at each testing time; group by time two-way analyses of variance for comparable data to compare each of September to January data, September to May data, and January to May data (these analyses treat EBCE data as independent groups of data); t-tests for EBCE groups; chi-square analyses comparing groups on attitude data; and various other summarizations of data. Not all of our analyses are reported--we report full descriptive summaries of data plus analyses that yielded significant or interesting results.

Data

Achievement data gathered consisted of the Sequential Tests of Educational Progress (STEP). We used the Mathematics and English subtests only, since these correspond to the two academic subjects included in the EBCE program. In addition to these two standardized tests, we gathered essay samples from EBCE children, since writing skill development was a major objective of the English teacher.

Career knowledge was assessed by the Career Maturity Index (CMI) Competence Test. This test was given to all groups. It contains the following scores: Knowing Yourself; Knowing About Jobs; Choosing a Job; Looking Ahead; and What Should They Do?

Attitudes were assessed in several ways. The CMI Attitude Scale was given to all groups at each time period. In addition, the Research for Better Schools Student Attitude Survey (SAS) was also given to all groups. Scores on it include attitudes toward Education in General, Curriculum, Resources, Counseling, Careers, Self, and Others. This instrument was partially analyzed item-by-item to show specific responses.

Finally, a set of questionnaire instruments and interview schedules were used with EBCE students, their parents, and community resource persons. These data are all summarized and reported.

Evaluation of Objectives I-IV: Student Objectives

Student Objective I: Basic Skills

The evaluation objective was to demonstrate whether or not the EBCE students were progressing normally in spite of their extensive non-academic activities. That is, the student objective was to progress academically at least as well as would have been the case under normal school routine. Data bearing on this objective were scores on the Mathematics and English subtests of the Sequential Tests of Educational Progress (STEP).

In addition to STEP, which assessed the student objective directly, essay samples were gathered from EBCE students since developing writing skill was a specific classroom objective not adequately covered by the STEP tests. One topic was used at both the February and January test periods. This topic was to describe a significant person whom the student greatly admired and to explain the choice. Papers from the two time periods were mixed and rated blindly by two doctoral students studying English education. A new topic was used in the May testing; therefore, May data is not directly comparable to other data. Papers were rated independently on a three-point scale by the two judges. When judgments disagreed, independent judgments were recorded and a joint-judgment was made by discussing the paper. These combined judgments are the data reported.

In the first semester, there were six part-scores per student (3 pre and 3 post). In no case did one judge rate "1" while the other rated "3." That is, they always agreed, or disagreed by one point. The total perfect agreements were as follows:

	Pretest	Posttest
Content	74%	69%
Style	66%	71%
Mechanics	72%	88%

In regard to May data, there were two cases of differences of two points, one each on Content and Style. Percentages of perfect agreement were: Content, 64%; Style, 64%; and Mechanics, 72%.

Specific points for which raters were looking were as follows--Content: organization of ideas (plan), clear purpose (main idea), ideas tied together (transitions), and use of concrete supporting detail; Style: originality, free and spontaneous, movement, fluency; Mechanics: appropriate usage and conventional punctuation.

Mathematics

Results of achievement testing in mathematics appear in Table 1. All groups show small positive mathematics gains. However, the data show a slight superiority for non-EBCE groups at times 2 and 3. Sample sizes for mathematics appear in Table 5. Analyses of these data (not reported) show the following results. EBCE Groups 1 and 3 show insignificant gains,

but Group 2 (full year) gains can be considered significant. One-way analyses of all groups at each of times 1, 2, and 3 show no significant differences among groups at time 1 (all pre-tests), significant differences at time 2 (comparison groups tending to be superior to EBCE groups, but the EBCE Group 3 (pretest) was the lowest group), and there were no significant differences at time 3. Two-way analyses of groups by time did not add information. The analysis of Group 1 vs. comparisons at times 1 and 2 show only overall significant growth. The same finding held in the analysis of Group 2 vs. comparisons at times 1 and 3. The analysis of Group 3 vs. comparisons at times 2 and 3 show overall superiority of Riverside over EBCE groups, but not overall growth advantages. In summary, mathematics performance appears to be holding up well and is not hurt by EBCE participation.

English

STEP English performance is summarized in Tables 2-4 and sample sizes appear in Table 6. Tables 2-4 can be summarized as showing slight improvement over time for EBCE, noticeable changes over time for Mann Control, and questionable progress at Riverside. EBCE group t-test comparisons show no significant gains in any English score for Group 1, evidence of significant positive changes for Group 2 over the entire school year on Part 1 and Total English, and evidence of significant positive changes on Total only for Group 3.

A series of group by time two-way analyses of each of the three English scores were conducted for the appropriate data. For fall and winter data, Groups 1, 4, and 5 were compared. A main effect of time approached significance, suggesting overall change; however, there was no interaction, which would indicate treatment differential effects. For fall and spring data, Groups 2, 4, and 5 were compared. In each of the three analyses, there was a main effect of time, and either a significant or near-significant group main effect, but again there is no evidence of interaction. Winter and spring data were compared for Groups 3, 4, and 5. These analyses show some interaction effects ($p = .06$ for Part 1, $p = .18$ for Part 2, and $p = .03$ for Total). The pattern of means shows clearly that Mann Control had relatively large positive differences between winter and spring, while this difference was small and positive for EBCE Group 3 and was negative for Riverside.

A final set of analyses were one-way analyses of all four groups of data obtained at each of the three testing times for each of the English tests. There were no significant differences among groups for fall or winter data. However, we did get some weak evidence of spring differences ($p = .04$ for Part 1, $p = .07$ for Part 2, and $p = .18$ for Total). Part 1 means are ordered with EBCE Group 3 lowest and Mann Control highest. Part 2 means and Total means are in the same order.

In general, all analyses of standardized English scores support the general conclusion that EBCE students were not hampered in English development by the EBCE program. There is no evidence in the standardized data that suggests EBCE children achieved more highly in English than they would have done in another program.

Table 1

Sequential Tests of Educational Progress: Mathematics

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	22.3	24.1	--
	SD	7.4	7.8	--
EBCE 2	$\bar{X}$	21.1	--	23.9
	SD	6.0	--	5.9
EBCE 3	$\bar{X}$	--	21.6	23.0
	SD	--	7.6	9.8
Mann Control	$\bar{X}$	21.0	24.3	24.0
	SD	5.8	7.0	8.6
Riverside Control	$\bar{X}$	21.3	26.7	26.4
	SD	6.9	8.9	8.2

Table 2

STEP: English (Part 1)

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	17.6	18.8	--
	SD	6.4	5.8	--
EBCE 2	$\bar{X}$	17.4	--	20.0
	SD	5.7	--	5.6
EBCE 3	$\bar{X}$	--	18.0	19.7
	SD	--	6.2	7.4
Mann Control	$\bar{X}$	19.2	20.4	23.1
	SD	5.0	7.1	7.0
Riverside Control	$\bar{X}$	19.7	21.2	20.0
	SD	8.1	7.5	7.7

Table 3

STEP: English (Part 2)

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	11.4	12.8	—
	SD	4.1	3.8	—
EBCE 2	$\bar{X}$	11.4	--	12.7
	SD	3.2	--	4.4
EBCE 3	$\bar{X}$	--	11.5	12.1
	SD	--	4.6	6.1
Mann Control	$\bar{X}$	11.9	13.3	14.6
	SD	4.8	5.1	4.7
Riverside Control	$\bar{X}$	12.3	13.6	12.8
	SD	5.2	4.5	5.0

Table 4

STEP: English (Total)

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	28.9	31.6	--
	SD	10.3	8.7	--
EBCE 2	$\bar{X}$	28.8	--	35.2
	SD	7.9	--	9.1
EBCE 3	$\bar{X}$	--	29.5	35.9
	SD	--	10.4	13.1
Mann Control	$\bar{X}$	31.2	33.6	37.7
	SD	9.0	11.8	11.2
Riverside Control	$\bar{X}$	32.0	34.8	32.8
	SD	12.8	11.3	12.1

Table 5

Sample Sizes for STEP Mathematics

Group	Time 1	Time 2	Time 3
EBCE 1	20	19	--
EBCE 2	27	--	21
EBCE 3	--	26	24
Mann Control	26	69	71
Riverside Control	38	78	97

Table 6

Sample Sizes for STEP English

Group	Time 1	Time 2	Time 3
EBCE 1	19	20	--
EBCE 2	28	--	22
EBCE 3	--	26	25
Mann Control	25	64	69
Riverside Control	40	75	92

Essay Analysis

Performance on essay testing across the first semester appears in Tables 7 and 8. These tables show significant growth in all areas rated. June data is not directly comparable since a different topic was used and since blind ratings could not be obtained. However, the performance is rated on the same scale, so can be roughly compared. The average June ratings for 36 students appear in Table 8. The end of year ratings are not as high as mid-year ratings, but do exceed pre-test ratings. These data, taken as a whole, show significant progress in writing skills.

Student Objective II: Career Knowledge

The California Test Bureau's Career Maturity Inventory (CMI) was administered to all groups at each testing time. Tables 10-14 present summary information. Data are presented by part-score this year, whereas last year's report included only totals.

The number of examinees taking CMI varied with the subtest. Some comparison group students took part of the battery, while others took the remaining part. Group 1 consisted of 19 examinees in the fall and 20 in the winter. Group 2 consisted of 21 examinees in the fall and spring. Group 3 had 27 winter examinees and 26 spring examinees. There were 24 Mann Controls and 38 Riverside controls in the fall. The following table gives the sample sizes of winter and spring data bases for Mann and Riverside comparison groups:

		Subtest				
		1	2	3	4	5
Winter	Mann	59	59	101	100	98
	Riverside	50	49	50	41	41
Spring	Mann	54	54	54	98	98
	Riverside	59	59	51	49	49

It is worthwhile to consider total scores as a summary of this section. Pretest means for EBCE students were 65.1 (Group 1), 65.6 (Group 2), and 62.8 (Group 3). Posttest means all show progress. These are 68.8, 70.1, and 64.3, respectively. Last year's posttest mean for EBCE was 64.5, which was approximately the starting average for two of this year's groups, which finished considerably higher. The highest performance (70.1) was the end-of-year performance of full-year students. In comparison, the end-of-year mean performance of the Mann comparison group was 64.1 and of Riverside was 58.2. Thus, there is evidence of superiority of EBCE in teaching career knowledge concepts.

Many analyses of these data were performed. The initial analyses discussed are t-tests of gains for EBCE students. For Group 1, no tests yielded significance, although small gains were recorded on all part-scores. For Group 2, again all part-scores increased, but only "Knowing About Jobs" was significant. For Group 3, no part-score showed significant

Table 7

Essay Performance: First Semester

Measure	N	Mean	Standard Deviation
Content			
Pre	50	1.38	.53
Post	48	1.94	.60
Style			
Pre	50	1.76	.62
Post	48	2.27	.61
Mechanics			
Pre	50	1.86	.67
Post	48	2.06	.73
Changes			
Content	44	.68**	.71
Style	44	.55**	.66
Mechanics	44	.23*	.71

*t-test significant at .05 level.
**t-test significant at .01 level.

Table 8

Essay Performance: Second Semester*

Measure	N	Mean	Standard Deviation
Content	36	1.69	.58
Style	36	2.11	.52
Mechanics	36	1.89	.67

*Not directly comparable to Fall data.

Table 9

Career Maturity Index: Attitude*

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	33.4	36.3	--
	SD	6.0	5.5	--
EBCE 2	$\bar{X}$	35.8	—	37.8
	SD	5.5	--	4.9
EBCE 3	$\bar{X}$	--	33.9	33.5
	SD	--	4.8	8.8
Mann Control	$\bar{X}$	33.3	33.8	34.3
	SD	6.3	5.9	6.3
Riverside Control	$\bar{X}$	34.7	35.2	34.9
	SD	5.6	6.1	6.5

*Dashes indicate no data.

Table 10

CMI (Part I): Knowing Yourself

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	13.8	13.6	--
	SD	3.2	3.9	--
EBCE 2	$\bar{X}$	13.0	—	14.1
	SD	3.2	--	3.2
EBCE 3	$\bar{X}$	--	12.3	12.4
	SD	--	4.2	3.9
Mann Control	$\bar{X}$	12.2	12.2	12.2
	SD	4.4	4.4	5.1
Riverside Control	$\bar{X}$	12.1	11.7	11.4
	SD	4.0	4.7	5.0

Table 11

CMI (Part 2): Knowing About Jobs

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	15.1	16.4	—
	SD	3.8	3.6	--
EBCE 2	$\bar{X}$	15.5	—	17.0
	SD	2.7	--	2.5
EBCE 3	$\bar{X}$	--	14.4	15.0
	SD	—	3.8	3.5
Mann Control	$\bar{X}$	15.0	14.1	14.3
	SD	3.8	4.6	4.8
Riverside Control	$\bar{X}$	14.4	13.2	13.2
	SD	4.7	5.1	4.9

Table 12

CMI (Part 3): Choosing A Job

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	12.8	13.4	—
	SD	3.8	3.4	--
EBCE 2	$\bar{X}$	13.0	—	13.3
	SD	3.0	--	3.7
EBCE 3	$\bar{X}$	--	12.9	12.9
	SD	—	3.2	3.8
Mann Control	$\bar{X}$	13.0	14.3	11.8
	SD	3.5	3.1	4.6
Riverside Control	$\bar{X}$	13.3	12.2	10.6
	SD	3.9	4.3	4.3

Table 13

CMI (Part 4): Looking Ahead

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	13.1	14.5	—
	SD	3.5	3.8	--
EBCE 2	$\bar{X}$	14.0	--	14.7
	SD	2.8	—	3.0
EBCE 3	$\bar{X}$	--	13.4	14.2
	SD	--	3.1	4.1
Mann Control	$\bar{X}$	14.0	14.9	14.9
	SD	3.3	3.0	3.5
Riverside Control	$\bar{X}$	12.5	12.4	12.6
	SD	4.7	3.9	4.6

Table 14

CMI (Part 5): What Should They Do?

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	10.3	10.9	--
	SD	3.1	2.8	--
EBCE 2	$\bar{X}$	10.1	--	11.0
	SD	4.0	--	2.4
EBCE 3	$\bar{X}$	—	9.8	9.8
	SD	--	2.7	3.8
Mann Control	$\bar{X}$	11.0	10.4	10.9
	SD	3.8	3.1	2.9
Riverside Control	$\bar{X}$	10.2	9.2	10.4
	SD	2.9	3.6	3.3

gains. Thus, there is little evidence of any particular change in score; however, the small positive changes do add up to some evidence of overall program progress.

A series of two-way analyses was conducted for each subtest in which pre- and posttest performance was compared across all relevant groups. The most important finding would be an interaction, which would show a differential change across groups.

The first two-way analysis compares fall to winter data for Groups 1, 4, and 5. There was no main effect of time for any subtest. There was evidence of a group difference main effect for every subtest with the following probability levels: "Knowing Yourself," .08; "Knowing About Jobs," .08; "Choosing a Job," .03; "Looking Ahead," .00; and "What Should They Do?" .09. Only one interaction effect was close to significance--"Choosing a Job" ($p = .10$).

In regard to "Choosing a Job," the interaction is caused by a positive change in one comparison group and a drop in the other. A small positive change was registered in Group 1. For the two subtests with group main effects significant at the .05 level, one ("Choosing a Job") has Mann Control showing a light superiority overall, whereas the other ("Looking Ahead") is explained largely by the Riverside means being noticeably lower than other means.

The second two-way analysis involves fall and spring data on Groups 2, 4, and 5. These analyses show a slight tendency to interaction in regard to only one subtest ("Choosing a Job," $p = .13$), a time main effect in regard to the same subtest, and a group main effect on all subtests but "Choosing a Job" and "What Should They Do?". "Choosing a Job" shows noticeable performance decrements in both comparison groups, while Group 2 performance does not change. The EBCE group is higher than either comparison group at times 1 and 3 for "Knowing Yourself" and "Knowing About Jobs." In regard to "Looking Ahead," EBCE Group 2 and Mann Control are about equal at times 1 and 3, but both exceed Riverside at both time periods.

The third set of two-way analyses involves winter and spring data for Groups 3, 4, and 5. There is only one interaction near significance, and again this is "Choosing a Job" ($p = .13$). This particular data set also yielded significance for both the main effect of group and of time of testing. "What Should They Do?" also yielded a time main effect that was nearly significant ($p = .06$). "Knowing Yourself" yielded no significance, but "Looking Ahead" yielded a significant group main effect, while nearly significant group effects were found for "Knowing About Jobs" ($p = .10$) and "What Should They Do?" ($p = .08$).

The data from "Choosing a Job" show EBCE staying equal from time 2 to time 3, while both comparison groups yielded lower means at time 3 than at time 2. That is, EBCE students do appear to be performing better on "Choosing a Job" in the spring than is true of comparisons. Performance on "Looking Ahead" was best for Mann Control, whereas EBCE Group 3 did exceed Riverside. EBCE exceeded Mann Control slightly in "Knowing About Jobs," but

exceeded Riverside noticeably. Performance on "What Should They Do?" was mixed, with EBCE not exceeding either comparison group in the spring.

A series of one-way analyses was conducted to compare the various groups at each testing time. In the fall, there were no significant comparisons across Groups 1, 2, 4, and 5 for any subtest. However, "Choosing a Job" was close to significance ($p = .07$) with EBCE Group 1 showing the lowest performance and Riverside the highest. (All of these groups should have been equivalent at this point.) At time 2 (winter), there were significant group differences for "Choosing a Job" and "Looking Ahead," and nearly significant differences for "Knowing About Jobs" and "What Should They Do?". The two significant results arise out of low Riverside performance. In both cases, Mann Control had the highest performance. In the case of "Looking Ahead," EBCE Group 1 (posttest) was significantly higher than Riverside, and about equal to Mann Control. (EBCE Group 3 was pretest data.) For the two "nearly significant" results, EBCE Group 1 scored the highest. Thus, there is evidence that the fall semester EBCE group did achieve career objectives fairly well.

At time 3, spring, data from both EBCE Group 2 and 3 are posttest data. There were no significant differences among groups in regard to "What Should They Do?". For "Knowing Yourself," differences were not significant, but the two EBCE groups did average higher than the two comparison groups. The other three subtests yielded significant results. In particular, the EBCE groups did exceed the comparison groups significantly on "Knowing About Jobs" and "Choosing a Job." They exceeded Riverside, but not Mann Control on "Looking Ahead."

To summarize the CMI data, there is evidence that the EBCE project is attaining its Career Knowledge objective. EBCE students performed on the CMI at a level equal to or exceeding last year's EBCE students. Overall performance of EBCE students on CMI exceeded that of comparison groups, with some exceptions on specific subtests. All groups were about equal in the fall, as expected. The fall-only EBCE group did tend to do best or second best on winter testing, with Riverside tending to do worst. Spring testing showed the full-year EBCE group tending to do best, with the spring-only EBCE group performing second or third among the four groups tested in May. This is a complex set of data, and the reader is reminded that independent groups of comparison students were selected for each testing.

Student Objective III: Attitudes

Two instruments were used this year and in the first year to assess attitudes: the CMI Attitude Scale and the Research for Better Schools School Attitude Survey (SAS). Both instruments were given to all groups at each testing time. The CMI yields one score, while SAS yields seven scores; however, two of these SAS scores deal with self-concept and are reported in a subsequent section.

CMI Attitude Scale. Summary statistics on CMI Attitudes appear in Table 9. The sample sizes were as follows: EBCE Group 1: 19 in the fall and 20 in the winter; EBCE Group 2: 21 (both testings); EBCE Group 3: 27 (both testings); Mann Control: 24, 70, and 67, for times 1, 2, and 3,

respectively; Riverside Control: 38, 80, and 90 for times 1, 2, and 3, respectively.

The table of means and standard deviations shows that performance tended to be similar across most groups of scores; however, the most positive attitude responses were from the posttest on the full-year EBCE group (Group 2), with the second highest mean obtained by EBCE Group 1 on its posttest. The one-way analyses at each time period yielded insignificant differences at time 1 and 2, but spring data yielded significant results. In particular, the posttest on the full-year EBCE group was best; however, the worst performance was from the posttest of the spring-only EBCE group. The two-way analyses were largely uninformative. There was no significant effect in the time 1 to time 2 by groups analyses, or in the time 2 to time 3 by groups analysis. There was a significant group main effect in the time 1 to time 3 by groups analysis, showing the overall better attitude performance of EBCE Group 2 over the comparison groups.

Student Attitude Survey. The SAS results reported in this section include "Education in General," "Curriculum," "Resources," "Counseling," and "Careers." Summary statistics appear in Tables 16-20. Detailed analyses comparing results of the first 48 items across groups was conducted using a chi-square analysis. We present the exact results of all items yielding significant chi-squares. These tests are only approximate, but they do provide a way of eliminating uninformative items. These results appear in Table 23. The sample sizes for SAS appear in Table 15.

Table 15

Sample Sizes for SAS

Group	Time		
	1	2	3
1	19	20	—
2	21	—	21
3	—	27	27
4	24	70	67
5	38	80	90

A major ambiguity exists with SAS data. The stimulus questions are of the form ". . . resources at my school are . . ." or ". . . counseling at my school is . . . ." That is, the focus of the item is on the school program as a whole, and not on the EBCE component. It is not possible to tell if EBCE students responded based upon new perceptions of their school as a place that offers the EBCE experience, or on their perception of the school prior to EBCE. That is, some students will perceive the stimulus "at my school" as non-EBCE related only. The degree to which EBCE is seen as alternative schooling should enhance this possible tendency of assuming that EBCE resources and opportunities are not "at my school." In any case, it was expected that EBCE students would show greater positive attitudes than comparison students across all data.

Table 16

Student Attitude Survey: Education in General

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	27.7	25.9	--
	SD	3.9	4.4	--
EBCE 2	$\bar{X}$	27.5	--	26.0
	SD	3.2	--	5.2
EBCE 3	$\bar{X}$	--	29.4	28.2
	SD	--	3.2	3.8
Mann Control	$\bar{X}$	26.6	25.2	25.6
	SD	4.6	4.9	5.6
Riverside Control	$\bar{X}$	26.9	25.0	23.8
	SD	4.0	5.1	5.4

Table 17

SAS: Curriculum

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	20.6	20.0	--
	SD	2.3	2.6	--
EBCE 2	$\bar{X}$	19.0	--	18.5
	SD	2.2	--	2.5
EBCE 3	$\bar{X}$	--	21.0	21.0
	SD	--	2.1	3.0
Mann Control	$\bar{X}$	20.8	18.6	19.2
	SD	2.5	3.3	3.2
Riverside Control	$\bar{X}$	20.1	19.1	18.5
	SD	2.4	3.9	3.8

Table 18

SAS: Resources

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	33.0	31.6	—
	SD	5.1	6.1	--
EBCE 2	$\bar{X}$	33.8	--	32.0
	SD	4.0	—	5.0
EBCE 3	$\bar{X}$	—	36.0	34.7
	SD	--	4.6	6.1
Mann Control	$\bar{X}$	32.6	31.7	31.7
	SD	4.5	5.2	6.5
Riverside Control	$\bar{X}$	33.3	33.0	31.4
	SD	4.8	5.5	5.8

Table 19

SAS: Counseling

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	17.5	16.4	—
	SD	4.1	4.2	--
EBCE 2	$\bar{X}$	15.7	—	16.5
	SD	3.7	—	4.1
EBCE 3	$\bar{X}$	--	17.9	19.0
	SD	—	3.1	3.2
Mann Control	$\bar{X}$	14.5	13.6	14.3
	SD	4.0	4.1	4.9
Riverside Control	$\bar{X}$	14.7	13.8	13.1
	SD	4.0	4.8	4.6

Table 20

SAS: Career

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	88.7	90.9	--
	SD	11.7	12.6	--
EBCE 2	$\bar{X}$	82.1	--	85.2
	SD	8.5	--	12.6
EBCE 3	$\bar{X}$	--	87.1	86.9
	SD	--	10.0	10.4
Mann Control	$\bar{X}$	84.6	83.0	84.6
	SD	11.2	11.1	9.8
Riverside Control	$\bar{X}$	83.6	84.9	84.5
	SD	10.3	10.5	11.2

Table 21

SAS: Self

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	73.9	72.7	--
	SD	9.7	11.5	--
EBCE 2	$\bar{X}$	71.8	--	73.6
	SD	6.6	--	12.1
EBCE 3	$\bar{X}$	--	74.8	76.2
	SD	--	8.8	11.4
Mann Control	$\bar{X}$	76.0	70.1	71.9
	SD	8.9	12.9	11.9
Riverside Control	$\bar{X}$	71.8	73.2	71.2
	SD	10.3	10.9	11.1

The initial analyses to discuss are one-way comparisons across groups at each time period. Fall testing (pretesting for all groups) revealed no significant differences among groups for "Education in General," "Resources," or "Careers." There were significant differences among groups for attitudes to "Curriculum" and near-significance ($p = .06$) for "Counseling." "Curriculum" mean differences are in a range of two points with EBCE Group 1 toward the high end and EBCE Group 2 at the bottom. Results for "Counseling" show both EBCE groups exceeding controls initially.

One-way analyses at time 2 include posttests for EBCE Group 1 and pretests for EBCE Group 3. All five attitude scales yielded statistical significance. For "Resources," EBCE Group 1 (posttest) gave the lowest mean, but was not significantly different from the comparison groups, whereas EBCE Group 3 (pretest) was significantly higher than all other groups. For all other SAS scales, EBCE Groups 1 and 3 shared the highest and second highest positions. In particular, Group 1 posttests means exceeded control means on "Curriculum," "Counseling," and "Careers."

One-way analyses at time 3 include posttest data for EBCE Groups 2 and 3. "Resources" and "Careers" yielded insignificant results, whereas on other attitude scales the two EBCE groups shared highest or second-highest performances. The Group 3 posttest mean was significantly higher than both comparison groups on "Education in General," "Curriculum," and "Counseling."

Group gains were analyzed by t-tests for each EBCE group. None of the five attitude scales showed significant gains for EBCE Group 1. In fact, all variables but "Career" showed small decreases in means. For Group 2, no variable showed significant gains, and, in fact, three means decreased over the year. For Group 3, all variables but "Counseling" showed insignificant decreases across the spring semester. The "Counseling" gain was insignificant also.

In summary, these analyses indicate no evidence of improvement in attitudes across time for EBCE groups. They do show, however, that end-of-year performance of EBCE groups tends to show better mean attitudes than for comparison groups.

In regard to specific questions on SAS and the display of response distributions to each, the data can be reviewed by the reader. There are many patterns that can lead to significance, some of which are not too clear. At time 2, however, when EBCE Group 1 is posttested, several items show good performance for Group 1. Group 3 also tends to look good at time 2, but for Group 3, this is pretest performance. At time 3, EBCE Groups 2 and 3 were posttested. The several significant time 3 items show a general superiority of the EBCE groups over comparison groups.

Student Objective IV: Self Concept

Self concept was assessed by the SAS "Self Concept" scale. We also assessed attitudes toward others with the SAS "Others" scale. Both scales were given to all groups at each testing time. Sample sizes are the same

Table 22

SAS: Others

Group		Time 1	Time 2	Time 3
EBCE 1	$\bar{X}$	52.1	50.2	--
	SD	9.6	8.0	--
EBCE 2	$\bar{X}$	51.0	--	48.7
	SD	7.2	--	10.6
EBCE 3	$\bar{X}$	--	51.8	50.7
	SD	--	6.6	8.6
Mann Control	$\bar{X}$	57.4	49.2	50.0
	SD	8.6	8.5	7.3
Riverside Control	$\bar{X}$	50.4	55.6	48.2
	SD	7.3	9.1	8.0

Table 23

Student Attitude Survey Questions Yielding Group Differences*

Group	Time 1				Time 2				Time 3			
	M1	M2	MC	RC	M1	M3	MC	RC	M2	M3	MC	RC
Q1: There is a great deal being taught at my school that is useful for me as a person.												
Strongly disagree	1	0	0	1	0	1	1	6	0	0	0	6
Disagree	1	1	0	1	1	0	11	13	1	0	6	20
Not sure	1	0	3	9	3	1	6	6	5	1	7	6
Agree	11	22	15	22	10	16	44	37	13	11	38	39
Strongly agree	10	0	7	7	7	8	8	17	3	9	15	19
Q3: The facilities at my school are old and outdated.												
Strongly disagree	4	3	6	20	3	10	12	38	3	5	10	26
Disagree	10	14	9	12	5	10	33	37	7	11	36	42
Not sure	6	5	6	1	5	2	13	3	4	2	13	13
Agree	2	1	4	3	4	3	7	1	6	2	1	6
Strongly agree	2	0	0	4	4	1	4	0	2	1	6	4
Q4: I've learned a lot from my school program.												
Strongly disagree									0	0	2	2
Disagree									1	0	5	14
Not sure									4	0	4	9
Agree									11	11	45	56
Strongly agree									8	10	10	10
Q5: My school counseling program has shown me some interesting things about different careers.												
Strongly disagree	2	1	1	7	1	0	17	19	1	0	13	27
Disagree	3	4	12	18	2	5	24	31	4	0	23	34
Not sure	2	3	4	4	2	5	14	11	1	2	15	12
Agree	8	12	6	10	8	11	12	16	9	11	15	12
Strongly agree	8	3	2	1	8	5	3	2	6	8	3	6

Table 23 (cont.)

Group	Time 1				Time 2				Time 3			
	M1	M2	MC	RC	M1	M3	MC	RC	M2	M3	MC	RC
Q11: My school does not have very good equipment to help teaching.												
Strongly disagree					4	7	7	22				
Disagree					7	18	42	39				
Not sure					5	0	15	10				
Agree					2	1	5	5				
Strongly agree					2	0	1	3				
Q12: The counseling program at my school has been good for me.												
Strongly disagree	2	1	0	2	2	0	6	10	1	1	11	17
Disagree	4	5	2	8	2	1	14	20	4	4	6	19
Not sure	3	5	11	13	5	7	22	23	5	0	18	24
Agree	8	10	8	17	8	14	25	21	11	10	27	26
Strongly agree	7	1	3	0	4	4	3	5	1	6	4	5
Q14: My school uses a variety of ways to help us learn--not just a classroom and teacher.												
Strongly disagree	0	1	0	2	0	0	11	7				
Disagree	2	1	7	12	5	2	20	31				
Not sure	3	3	6	4	2	2	10	9				
Agree	12	16	12	20	5	18	23	26				
Strongly agree	7	2	0	2	9	4	6	6				
Q15: Some of the ideas I've gotten in school have helped me get interested in some new area.												
Strongly disagree					0	0	4	1				
Disagree					2	0	13	19				
Not sure					6	3	13	13				
Agree					6	15	34	28				
Strongly agree					7	8	6	18				

Table 23 (cont.)

Group	Time 1				Time 2				Time 3			
	M1	M2	MC	RC	M1	M3	MC	RC	M2	M3	MC	RC
Q17: Education, even vocational education, doesn't help with your job when you leave school.												
Strongly disagree					9	18	24	50				
Disagree					9	7	29	22				
Not sure					2	0	12	5				
Agree					1	0	2	2				
Strongly agree					0	1	3	0				
Q22: The people who run my school probably do not enjoy what they're doing.												
Strongly disagree	4	5	2	7								
Disagree	7	9	11	18								
Not sure	8	4	11	13								
Agree	5	0	1	1								
Strongly agree	0	5	0	1								
Q23: Not much of the advice I have gotten in my school has helped me decide on what I want for my future.												
Strongly disagree	5	1	2	1								
Disagree	7	8	5	16								
Not sure	3	7	9	5								
Agree	6	5	6	17								
Strongly agree	1	2	3	0								
Q24: My school's counseling program isn't really helping me get ready for things I'll do after I graduate.												
Strongly disagree									2	5	6	7
Disagree									10	10	22	17
Not sure									1	3	12	18
Agree									7	3	16	29
Strongly agree									2	0	10	20

Table 23 (cont.)

Group	Time 1				Time 2				Time 3			
	M1	M2	MC	RC	M1	M3	MC	RC	M2	M3	MC	RC
Q26: School is not doing enough to prepare me for the life I'll lead after I graduate.												
Strongly disagree	2	9	7	9								
Disagree	10	14	20	34								
Not sure	3	2	12	11								
Agree	3	1	23	12								
Strongly agree	3	0	8	13								
Q27: I don't know what is important to me in looking for a job.												
Strongly disagree					9	7	10	24				
Disagree					10	12	29	25				
Not sure					1	6	16	13				
Agree					0	1	15	15				
Strongly agree					1	0	0	2				
Q29: I keep chaning my occupational choice.												
Strongly disagree	7	6	1	3								
Disagree	9	7	14	12								
Not sure	2	0	3	6								
Agree	3	8	7	16								
Strongly agree	2	0	0	3								
Q32: I don't know how to fill out a job application.												
Strongly disagree					16	10	22	24				
Disagree					3	9	36	25				
Not sure					0	3	7	19				
Agree					0	4	2	8				
Strongly agree					2	0	3	4				

Table 23 (cont.)

Group	Time 1				Time 2				Time 3			
	M1	M2	MC	RC	M1	M3	MC	RC	M2	M3	MC	RC
Q33: I don't know what courses I should take in school to prepare for careers that interest me.												
Strongly disagree					9	4	9	18				
Disagree					5	8	27	35				
Not sure					4	8	10	5				
Agree					1	6	17	20				
Strongly agree					2	0	7	2				
Q36: I don't know which kind of work I should choose.												
Strongly disagree					12	3	12	15				
Disagree					6	14	34	24				
Not sure					2	3	8	22				
Agree					1	6	10	18				
Strongly agree					0	0	5	1				
Q37: I know what kindsof jobs I would not like to have.												
Strongly disagree	0	1	0	0					0	0	1	7
Disagree	0	0	3	4					3	1	2	5
Not sure	3	1	2	7					1	5	4	4
Agree	7	16	11	14					13	9	37	45
Strongly agree	11	3	9	15					5	6	22	30
Q40: I don't know whether or not I'll have to go to college to get the job I want.												
Strongly disagree					12	9	20	28				
Disagree					3	7	29	33				
Not sure					3	4	3	9				
Agree					1	6	10	6				
Strongly agree					2	0	7	2				

Table 23 (cont.)

Group	Time 1				Time 2				Time 3			
	M1	M2	MC	RC	M1	M3	MC	RC	M2	M3	MC	RC
Q42: I have little or no idea of what working will be like.												
Strongly disagree					16	9	12	23				
Disagree					2	10	41	34				
Not sure					1	3	4	12				
Agree					1	4	10	7				
Strongly agree					1	0	2	2				
Q43: I don't know how to go about getting into the kind of work I want to do.												
Strongly disagree					9	3	7	10				
Disagree					3	6	25	33				
Not sure					3	11	23	13				
Agree					4	6	8	18				
Strongly agree					2	0	5	4				
Q48: I know very little about the requirements of jobs.												
Strongly disagree					9	5	6	7	3	6	9	13
Disagree					7	11	32	39	14	13	28	46
Not sure					3	2	14	18	1	1	19	8
Agree					0	7	10	12	3	0	8	21
Strongly agree					2	0	7	1	0	1	2	2

*All tables that yielded significant significance tests at the .05 level are reported. Only two tables correspond to insignificant results--Time 2 tables for Q1 ($p = .07$) and Time 2 table for Q12 ($p = .06$). Other tables are not reported.

for these scales as for the several attitude scales. Summary statistics appear in Tables 21 and 22.

One-way analyses across groups at each time period show insignificant differences among groups at each time period for "Self Concept." The "Others" concept scale yielded significant group differences at time 1 and 2. In particular, Mann Control showed the best mean "Others" attitude at the initial testing, while Riverside was significantly best at time 2.

Gains in performance of EBCE groups were compared by t-tests. Group 1 showed insignificant attitude drops for "Self Concept" and "Others"; Group 2 showed an insignificant gain for "Self Concept" and an insignificant drop for "Others"; while Group 3 had an insignificant drop for "Self Concept" and insignificant gain for "Others."

The general conclusion of this section is that there is no evidence that EBCE influences self-concept or others-concept. These variables are not susceptible to short-term programs that do not focus primarily on changing them.

Evaluation of Objective V: Parent Objective

EESI staff telephoned a sample of parents of the students in the project and followed the EESI Parent Interview Form. Successful interviews were completed with 20 parents in May. A confidentiality statement was read to the parents at the beginning of each interview.

Parents indicated positive changes in the children as a result of participation in the project. The majority gave comments in the nature of "helped to decide about future career," "more positive about school now," and "more responsible and mature." There was only one negative change indicated by a parent.

When the parents were asked how they felt about their child being in the program, all of the responses were positive. They ranged from good through great.

In the area of critical suggestions there was no consensus reported, but rather individual comments. Eight of the parents interviewed had no critical suggestions at all. Only two parents mentioned transportation as a problem in these interviews. One of these concerned transportation for after school hours. Two parents mentioned the need for "better supervision of the students--some work, some don't, and some cut." Specific comments from parents follow.

Positive Changes

Helped to decide about future career
More positive about school now
More responsible and mature
Affirmed career choice
More of a self-starter now

More confidence
Interested in the future now
Is getting an idea of the "real" world
Is getting job-applying skills
Puts heart into things now

Negative Changes

Less patient with family

Feelings About Child in Program

Comments ranged from good through great with no negative comments.

Critical Suggestions

Needs better supervision--some work, some don't, and some cut
Need transportation for evening experience
More information to parents and public
Better back-up among EBCE, employees and students
Should not have kids working as beasts of burden; given only tasks
Counsel for interests and subsequent placement in area of interest
Don't take out of regular classes in which they are having trouble
Need more and better instruction for independent study
Don't involve any 9th grade students; program exposre at earlier age (9th grade)
Takes a lot of time
Child disappointed at calibre of students in the program
School should be totally responsible for transportation

Evaluation of Objective VI: Dissemination

Greenville EBCE has the regular dissemination activities which are on schedule. These include producing a newsletter with a state mailing list of some 800; having visiting school personnel from Charlotte, N.C., Spartanburg and Charleston, S. C.; presenting speeches to local civic and professional groups; and providing descriptions and displays at state educational meetings. Some additional major innovations have occurred to aid in the transference of the EBCE program to the local and state level.

In November, the EBCE project co-sponsored with the Greater Greenville Chamber of Commerce a Career Education Seminar. The breakfast meeting, at which Dave Hampson of NIE and James Durant from General Electric were guest speakers, was attended by 32 local business representatives.

In Feburary, and again in April, a subcommittee of the State Advisory Committee responsible for developing the State Plan for Career Education met at J. L. Mann High School and observed the EBCE program.

A third noteworthy dissemination activity was the May luncheon for the School Board members, which was also attended by community leaders involved in the EBCE program and a state senator.

The EBCE staff are commended by the evaluation team for their extensive effort to develop a transference program that will allow the system and state to offer EBCE experiences after federal support ends.

Evaluation of Objective VII: Community Objective

Community Advisory Committee

Community Advisory Committees met in December with seven members in addition to EBCE staff attending and in June with three members in addition to project staff attending. The project has received community and business support in presenting the program to district-wide school officials and others, but the formal Community Advisory Committee has not developed into a representative body of the community which offers a support base from the community at large. The formal Advisory Committee meetings probably are not as effective as the periodic personal staff contacts with individual resource people in regard to program development. The EBCE staff apparently gets considerable assistance and advice through these more personal contacts.

Reactions of Community Participants

EBCE staff obtained reactions from community participants as to their perceptions of the program. Questionnaires were sent at the end of each semester to two groups--a) on-site coordinators and b) persons who worked directly with the students. Results appear in Table 24.

Community Site Coordinators

Community site coordinators were asked to respond to questions concerning contact with EBCE personnel and participation in the program. The exact responses and the mean rating for each question are tabulated in Table 25. Responses are presented for each semester.

Coordinators involved in the program in the second semester were better informed about the program and viewed their participation more favorably than those who were involved in the first semester. Fourteen of the 15 second semester resource coordinators responded "definitely yes" to the question asking if the student activities fit the original understanding they had of the program. There was also more contact with EBCE project staff.

When asked to rate the importance of various reasons for participating in the program, all items were rated favorably with the highest ranked items relating to direct services to students and the lower ranked items relating to benefits derived by the site from participating in the program.

Table 24

Evaluation by Community Participants Working Directly With Students of EBCE Activities, Procedures, and Program Accomplishments

Item	Semester	Never	Sometimes	Usually	Always	$\bar{X}$
In general, what did students do while working with you?						
Talked about jobs, careers	First	2	5	4	6	2.8
	Second	0	13	11	3	2.6
Observed work activities	First	0	0	6	11	3.6
	Second	0	0	8	21	3.7
Participated in work activities	First	2	4	5	5	2.8
	Second	2	6	5	16	3.2
Learned job or career skills	First	3	4	6	3	2.6
	Second	3	5	13	7	2.9
Learned academic skills	First	5	5	4	2	2.2
	Second	6	9	7	4	2.3
Worked on a project	First	2	4	4	6	2.9
	Second	4	11	4	8	2.6
Talked about personal interests	First	1	10	3	3	2.5
	Second	1	20	5	2	2.3

		Definitely Less			Definitely More	$\bar{X}$
Has participation in EBCE activities taken more or less time than you expected?	First	0	9	3	5	2.8
	Second	2	12	13	1	2.5

		Never	Sometimes	Usually	Always	$\bar{X}$
In general, how satisfactory have been your relationships with students?						
Reliability in keeping with commitments	First	0	0	7	8	3.5
	Second	0	0	9	20	3.7
Behavior at the site	First	0	0	5	11	3.7
	Second	0	0	1	28	3.9
Interest in site activities	First	0	1	6	8	
	Second	0	0	12	17	3.5

Table 24 (cont.)

Comments
First Semester:
Positive--
Students were well-behaved, interested and eager to learn.
Negative--
Weed out students not really interested
Too many students coming at too few times to really learn anything.
All students should be scheduled at one time to save (resource site's) time.
Second Semester:
Positive--
Twelve comments regarding caliber of students or program.
Negative--
Students should take courses or do reading in preparation for site.
Four or five 3-hour sessions at one site should be sufficient.
Would like more time with students
Would like student feedback about program.

Table 25

Evaluation by Community Site Coordinators of EBCE Activities, Procedures, and Program Accomplishments

Item	Semester	Definitely No 1	2	3	Definitely Yes 4	$\bar{X}$
Did the student activities that took place at your site fit the original understanding you had of EBCE activities?	First	0	0	6	9	3.6
	Second	0	0	1	14	3.9
		Number of Contacts 0	1-2	3-4	5-6	
		1	2	3	4	
How much contact did you have with the EBCE staff prior to and during the time students were at your site?						
Visits by Resource Coordinator	First	2	9	4	0	2.1
	Second	0	6	7	2	2.7
Telephone calls by Resource Coordinator	First	0	6	6	3	2.8
	Second	1	2	7	5	3.1
Letter or other communication from staff	First	2	8	5	0	2.2
	Second	1	5	9	0	2.5
		Important Not	Somewhat	Important	Very	
		1	2	3	4	
How important to you are the following reasons for participating as a Resource in the EBCE program?						
Giving students new learning experiences	First	0	3	4	8	3.3
	Second	0	1	6	8	3.5
Giving students career information	First	0	1	7	7	3.4
	Second	0	0	6	9	3.6
Helping students grow and mature	First	0	7	2	6	2.9
	Second	0	2	4	9	3.5

Table 25 (cont.)

Item	Semester	Important: Not 1	Sometimes 2	Important 3	Very 4	$\bar{X}$
Working with professional school staff	First	5	4	5	1	2.1
	Second	2	2	6	5	2.9
Participating in a new community program	First	1	6	5	3	2.7
	Second	1	2	7	5	3.1
Increasing community awareness of organization	First	1	3	3	8	3.2
	Second	3	2	5	5	2.8
Increasing my understanding of youth	First	0	6	6	3	2.8
	Second	1	4	5	5	2.9
		Desirable: Not 1	Sometimes 2	Important 3	Very 4	
In terms of your own experiences--weighing costs, benefits, and other contributing factors--how do you feel about participation in the EBCE program?						
To you	First	2	3	5	5	2.9
	Second	0	0	6	9	3.6
To your organization	First	1	4	5	5	2.9
	Second	0	0	5	10	3.7
To students in your community	First	0	2	8	5	3.2
	Second	0	0	5	10	3.7
		Definitely No 1	. . . . .	2	3	Definitely Yes 4
Do you plan to continue to participate in the EBCE program?	First	0	3	7	3*	3.0
	Second	0	0	4	5*	3.6
Would you recommend to other organizations or individuals that they become involved in the EBCE program?	First	0	5	6	3*	2.9
	Second	0	1	2	6*	3.6

*Note change in number of respondents.

It is suspected that the number of respondents is less on the last two questions because of the instrument design. The questions were the only two items on the back of the questionnaire and might have been overlooked.

Community Site Workers

Community participants who worked directly with the students responded to questions concerning activities and relationships with students. The items, number of responses to each item, and the mean of each response is given for both semesters.

The activities of students and workers were similar in both quarters with one exception. Students in the second semester participated more frequently in work activities than they did in the first semester.

Site workers in the second semester received a more realistic estimate of the amount of time involved in EBCE activities. Only one respondent found that definitely more time was involved than they expected. In the previous semester five site workers responded "definitely more" to this question.

According to community resource persons working directly with the students, the EBCE students were reliable in keeping commitments, displayed good behavior, and were interested in site activities. Site workers for both semesters rated the relationships with students very high with a mean response of 3.5 or above on a 4.0 scale. There was only one "sometimes interested" response.

When asked to comment about the program, there were four independent comments regarding scheduling. More than 12 resource persons commented on the high calibre of the students and/or the program.

Evaluation of Objective VIII: Curricular Objective

Introduction

There has been significant expansion in the EBCE curriculum offering from the first year of the project. Approximately 100 job sites have been developed. Students were allowed to select job clusters of interest rather than being assigned to sites. Orientation to cluster and competency test over orientation material was completed before site visit occured. Site monitoring by EBCE staff including academic teachers and the counselor have been conducted. This monitoring procedure was established with encouragement from the evaluators. Some 43 sites were monitored during March and April.

The specialist program has continued to serve the needs of students who have defined their career objectives and complements the typical site exploration activities. The exceptance of the summer program as a formal school program and the offering of academic credit for the EBCE program are examples of achievement in the curriculum area which should assist in the development of transference plans.

EBCE Student Background

Students completed a background questionnaire at the beginning of the school year. Included in this questionnaire was an item entitled "Why are you attending the EBCE Program this year?". Responses to this item are included in Table 26. The items receiving the most importance were: "to develop plans for after high school," "to find out more about careers," and "to have learning activities outside the classroom." Items reported as being of little importance were: "to get away from problems," "to have more individual attention," and "to make new friends." As was true for the first year of the project, the students seem to have realistic expectations before entering the EBCE program indicative of informative recruitment.

Student Evaluation of Sites

At the completion of each semester students were asked to evaluate the site experience by completing a questionnaire. Data are presented for each semester in Table 27. Although the rating for both semesters are high, the second semester data was somewhat more favorable with 14 of the items on the 22 item survey having an average above 3.00 on a 4-point scale. For the first semester, 7 items had a mean above 3.00.

The highest ranked items for the first semester were "talking to new people" and "visiting resource site." For the second semester the highest ratings were for "has the person at the resource site you've visited been interested in the EBCE program," "did you get to actually do things, rather than just watch or listen," "observe work activities," "participate in site activities," and "visiting resource site" in that order.

The lowest ranked item for both semesters, with means of 2.09 and 1.86, was "speakers brought to classroom." Apparently, the students perceived this activity as of little value as compared to actual on-site experience. The only other item with a mean below 2.50 for both semesters was "plan or work on project." This item may not be appropriate for the Greenville EBCE project since the on-site project is not a major part of the program as would be found in some EBCE models.

In summary, the students responded very positively to the site experiences. The people with whom they cam in contact appeared to be well-informed about the EBCE program and allowed the students the opportunity to participate in meaningful activities. The use of outside speakers for the past year needs to be reviewed.

Student Interviews

Forty-seven students were interviewed by EESI staff using the EESI Interview Form. Responses to these interviews were tabulated and are found in Table 28. The numbers found in Table 28 refer to the number of times the response was given. One student may have given a number of responses, so the number of responses does not correspond to number of students.

In reviewing the data in Table 28, several conclusions seem warranted. One is that the students liked the experience of going out on job

Table 26

Why Are You Attending EBCE This Year?

		Not Important	Somewhat Important	Important
1.	To develop plans for after high school	0	9	23
2.	To learn things that I want to learn	1	14	18
3.	To make new friends	15	14	4
4.	To find out more about my own values, interests, needs and goals	2	12	18
5.	To plan my own learning program	7	17	8
6.	To get into a program different from regular school	7	16	8
7.	To work with adults in the community	5	14	13
8.	To have more individual attention	18	11	3
9.	To find out more about careers	0	10	22
10.	To have learning activities outside the classroom	0	12	20
11.	To get job training	7	13	12
12.	To have more responsibility and independence	7	15	10
13.	To get away from problems at my previous school	24	6	2
14.	To improve my skills in meeting and dealing with adults	5	16	11
15.	To get help in finding a job	4	14	14
16.	Other reasons	6	2	0

Table 27

Student Opinion on Completed Cluster and Related EBCE Program

Item	Semester	Successful: Not at All 1	2	3	Very 4	$\bar{X}$
Rate each activity as to how successful it was in your own experience.						
visiting resource site	First	1	1	13	17	3.44
	Second	1	3	14	22	3.42
learning about possible careers	First	2	2	17	11	3.16
	Second	2	6	10	22	3.30
learning about oneself	First	2	9	13	8	2.84
	Second	3	5	12	19	3.20
planning for a future career	First	3	7	13	9	2.87
	Second	2	7	13	18	3.17
learning to make decisions	First	0	7	12	13	3.19
	Second	2	3	19	11	3.11
participating in site activities	First	2	6	10	13	3.10
	Second	2	2	9	27	3.52
setting goals	First	3	10	12	6	2.68
	Second	4	11	12	13	2.85
talking to new people	First	0	0	13	19	3.59
	Second	2	4	6	25	3.20
journal writing as stimulus for career thoughts	First	9	13	5	5	2.19
	Second	4	16	11	7	2.55
cluster readings and pretest for preparing for site experinces	First	4	12	9	5	2.50
	Second	3	11	14	9	2.57
speakers brought to classroom	First	13	6	10	3	2.09
	Second	15	12	6	3	1.86
career catalogues for self-scheduling	First	3	10	11	5	2.62
	Second	3	10	17	8	2.79

Item	Semester	Hours: <5 1	6-10 2	11-20 3	21-40 4	>40 5	$\bar{X}$
How much time did you spend with this resource person?	First	2	11	11	7	1	2.81
	Second	4	6	12	13	3	3.13

Table 27 (cont.)

Item	Semester	Not at All 1	Some-times 2	Usu-ally 3	Al-ways 4	$\bar{X}$
What did you do with this resource person?						
talk about jobs, careers	First	2	19	9	3	2.39
	Second	5	20	10	5	2.37
observe work activities	First	3	6	12	12	3.00
	Second	0	6	6	28	3.55
participate in work activities	First	4	14	10	5	2.48
	Second	3	5	13	19	3.20
learn job or career skills	First	3	12	10	6	2.61
	Second	1	10	14	14	3.05
plan or work on project	First	7	8	8	6	2.45
	Second	15	9	9	6	2.15
talk personal interests and issues	First	4	10	11	8	2.70
	Second	3	25	6	6	2.37

Item	Semester	Definitely No 1	2	3	Definitely Yes 4	$\bar{X}$
In general, has the person at the resource sites you've visited been interested in the EBCE program?	First	1	8	14	11	3.03
	Second	0	3	8	29	3.65
In general, have you had enough choice in deciding what to do at resource sites?	First	3	16	12	3	2.44
	Second	1	5	19	15	3.20
In general, at resource sites, did you get to actually do things, rather than just watch or listen?	First	3	8	11	12	2.94
	Second	1	3	8	28	3.57

Item	First Semester	Second Semester
What did you learn the most from?	8: participating at site 4: WFBC, TV 3: cameramen 2: skills needed for different jobs 2: U.S. Packing 2: Wyche Burgiss Law Firm 2: Leslie Advertising	10: participating at site 4: nursing 3: veterinarian 3: interviewing people 3: discussing job with professionals 3: observing and listening 2: planning and carrying out lessons 2: physical therapy 2: patients

Table 27 (cont.)

Item	First Semester	Second Semester
What changes would you make in procedures to help students learn more?	13: more site participation 5: none 2: go to job site of choice 2: go to more places	13: none 7: more site participation 4: more student conferences with coordinators 2: more choice of job activity

Table 28

Student Responses to Interviews
(N = 47)

1. Liked most about the program:
   - 26: going out on job sites
   - 12: exploring and experiencing careers and jobs
   - 7: meeting new people
   - 5: career information and preparation
   - 4: individualization
   - 4: work at own pace
   - 3: talking with professionals
   - 3: English program
   - 3: more fun and interest in learning
   - 2: help when needed and more attention
   - 2: classes
   - 2: classroom freedom
   - 2: total program
   - 2: becoming more aware
   - 2: gotten to know teachers really well

2. Liked least about the program:
   - 8: nothing
   - 6: counseling
   - 6: journals
   - 5: math
   - 5: too much class work
   - 4: individualization
   - 3: class time (2 hours) is too long
   - 2: not enough class time
   - 2: cluster readings and tests
   - 2: miss regular classroom setup
   - 2: teacher doesn't know her content

3. Specific Areas
   A. Classes
      1. Mathematics
         - 18: get to go at your own pace
         - 9: can get individual help
         - 8: teacher help hard to get and slow to come by
         - 8: like it
         - 8: good
         - 5: bad teacher
         - 4: not held back by others
         - 4: can get individual attention
         - 4: understand math better now
         - 4: bad/terrible class
         - 2: too much work
         - 2: need a special teacher
         - 2: no pressure

Table 28 (cont.)

2. English
   - 17: love/like it
   - 16: good teacher/methods
   - 13: get to go at own pace
   - 12: individual attention/no waiting for help
   - 11: good
   - 10: learn more than in a regular class
   - 5: a lot of work
   - 4: not as hard as other classes
   - 4: fantastic
   - 3: best English class ever
   - 3: learning basics (reading and writing)
   - 3: lack of pressure
   - 3: lots of attention
   - 2: okay
   - 2: challenging

B. Guidance
   - 19: like it
   - 12: doesn't help me/of no use
   - 11: can talk over problems
   - 7: learn to do interviews
   - 6: can always get help there
   - 4: okay
   - 3: get career information
   - 3: no complaints
   - 2: could be improved
   - 2: don't like it

C. Job Sites

   Good
   - 29: when you get to participate
   - 12: learn a lot
   - 10: meet new people
   - 6: career information
   - 2: treated as adults

   Bad
   - 27: limited participation
   - 9: not aware of why students are there
   - 6: boring
   - 3: not enough time
   - 2: some site stays are too long

D. Transportation
   - 36: good
   - 4: okay
   - 3: like
   - 3: great

E. Scheduling
   - 33: no problems
   - 11: had to drop classes
   - 2: only 3 credits for 4 periods

Table 28 (cont.)

4. See changed
   - 12: nothing
   - 7: delete cluster readings and tests
   - 5: get another math teacher
   - 4: get a different math program
   - 4: more job site selections
   - 3: less journal work
   - 2: don't force any site choice
   - 2: cut length of classes (2 hours)
   - 2: more whole-class sessions
   - 2: more and better cluster teachings
   - 2: improve counseling

5. Recommendations
   - 17: none
   - 3: more site selections
   - 2: delete counseling sessions
   - 2: schedule days at different sites better
   - 2: more participation on sites

   Clusters suggested:
   - Aviation
   - Transportation Management
   - Nursing Homes
   - Modeling

sites and exploring and experiencing careers and jobs. Another is the overall favorable picture of the entire EBCE program evidenced by reaction to a number of questions. For example, when students were asked what they liked least about the program, eight said "nothing." When asked about transportation, 36 responded "good." Thirty-three reported no problems with scheduling. When asked what they would like to see changed in the EBCE program, 12 said "nothing." When asked for recommendations for improvement for the next year of the project, 17 had none.

In response to questions about the instructional program, again the overall response was positive with 10 students reporting that they learned more in the EBCE English class than in a regular class with 17 responding very positively to this class. Eighteen of the students responded positively to the individualized pace of the mathematics class. The students apparently evaluate the job site experience on the basis of their opportunity to participate in site activities. That is, 29 reported that job sites were "good" "when you get to participate" and 27 reported that sites were "bad" when there was "limited participation." There were nine reports of the site personnel not being aware of why students were there but when one considers some 100 sites involved and only nine such comments from 47 students, the problem does not appear significant.

The interviews with students concerning guidance activities were generally favorable; however, some problems were revealed in the interviews conducted during the first semester which were discussed with the staff and some changes were incorporated into the second semester program.

The first semester interviews with students revealed some negative feelings toward counseling. In particular, some students who had been in the program in the previous year complained that they were doing the same things over. This problem was eliminated in the winter by separating new from returning students in group activities. A second general complaint concerned "paperwork." However, the guidance person is the best staff person to gather data from students and the guidance period is the best time to do so. This complaint reveals, unfortunately, that evaluation and record keeping might lead to some negative affect toward the guidance program. Perhaps there is room for greater focus on obtaining cooperative attitudes toward new projects that require documentation. A third complaint was that guidance activities were over-emphasized since there was no guidance credit for the guidance period. That is, the complainers wanted to spend more time increasing the probability of better grades in other areas. This complaint shows a lack of understanding about the total program and the role of its various components. It also shows that the inclusion of academic units as integral parts of the program led to an overemphasis of the academic components in the minds of some students. These students' concern about progress in English or mathematics seems to have led to these complaints about non-credit guidance.

All students interviewed praised the guidance worker as willing, able, and open. Individuals did ask for more discussion of personal, school, and job problems (instead of "paperwork").

EBCE Exit Survey

A survey of opinions of EBCE students of actual EBCE procedures and personnel was conducted for those completing the program at the end of each semester. This information is reported separately for each semester in Tables 29 and 30.

The only item on the survey to receive a negative rating was the item concerning filling out forms. The majority of students felt this activity required too much time. This item was reported as of concern during the first year of the project and the evaluators believe that with review of this process this criticism is to be expected from students participating in a funded demonstration project with its necessary documentation.

The remaining data is very supportive of the EBCE program with the second semester receiving somewhat higher ratings. Combining items on both surveys reveals that 41 of the 48 students said the EBCE staff were "doing a good job." Item 17 also revealed that all but 8 students responding to that item said that they were more satisfied with the EBCE experience when compared to regular school experiences. The students responded very positively to the community sites and people with whom they came in contact.

Case Study Review

In the third quarter interim report, the EBCE staff presented five case study reports. We consider such reports to have valid, important evaluative value. We became familiar with some of the students and can attest to accuracy in these cases. We recommend that these cases be read by anyone concerned with EBCE evaluation. The report included a warning that some other students did not respond to EBCE as well as the chosen cases. However, these cases given an excellent picture of what the program is trying to do, how it functions, and the impact it has had on five students.

Evaluation of Project Procedures

The program continues to have strong leadership from the coordinator and the principal. Excellent relationships with system and state personnel have been developed and maintained. Considerable administrative effort this year has gone into system and state acceptance of EBCE. This has been accomplished largely by the development of a transference plan for transfering the program to other schools on a regular support basis. This plan has been reported by the Greenville coordinator elsewhere.

Over the course of the first two years, the administration faced some hard decisions. The major decision at the end of the first year (one semester of operation) included: (1) modifying the guidance team from one full-time equivalent position consisting of three part-time persons to one full time person; (2) initiating strong pre-site orientation programs including screening examinations to assure student readiness for site experience; (3) the deletion of one academic subject; and (4) changes in academic instructors. All of these changes proved to be valuable to the

Table 29

First Semester

EBCE Student Exit Survey

Item		Response	
1.	How do you judge the help you received by the two EBCE coordinators?	3	More than was needed
		14	About right
		1	Needed more help
2.	The amount of work required for community activities was:	3	Too much
		13	About right
		2	Too little
3.	Filling out forms	13	Took too much time
		5	Did not take too much time
4.	The planning forms and records were	3	Quite helpful tools
		10	Somewhat helpful
		4	Not at all helpful
5.	The staff was (by and large)	14	Doing a good job
		2	Doing a poor job
		2	Can't judge
6.	The staff generally was	7	Cold and/or impersonal
		13	Warm and/or friendly
7.	The other EBCE students were (by and large)	1	Cold and/or impersonal
		17	Warm and/or friendly
8.	Generally, the other EBCE students seemed to be getting	5	A lot out of EBCE
		8	Something out of EBCE
		4	Little or nothing out of EBCE
9.	The amount of personal freedom allowed students was	4	Not enough
		12	About right
		1	Too much
10.	The activities that the community sites offered seemed	12	Useful
		2	Of little use
		3	Can't say either way
11.	The community people you met were generally	10	Interesting and enjoyable
		2	Dull and boring
		4	Can't say either way
12.	The program helped to prepare me for work.	0	Strongly disagree
		5	Disagree
		9	Agree
		3	Strongly agree
13.	The program helped to prepare me for college.	2	Strongly disagree
		7	Disagree
		6	Agree
		3	Strongly agree

Table 29 (cont.)

Item	Response
14. The program helped me to decide what I want to do after high school.	2 Strongly disagree 4 Disagree 4 Agree 8 Strongly agree
15. The program helped me to better understand myself.	0 Strongly disagree 6 Disagree 7 Agree 5 Strongly agree
16. The program helped me to get along better with others	1 Strongly disagree 4 Disagree 9 Agree 4 Strongly agree
17. When you look back and compare your EBCE experiences with regular school experiences in previous years, you are:	2 Much less satisfied with EBCE than with regular school program 2 Somewhat less satisfied with EBCE 1 About as satisfied with one as with the other 4 Somewhat more satisfied with EBCE 9 Much more satisfied with EBCE

18. What did you like best about the EBCE program?

The opportunity I was given to explore myself and the outside world.
Working on your own
Learning what careers I am not interested in
Sities (sic)
English
To go out on job sites
Nothing
Everything
Freedom to choose sites; site activities
The sites I went to
The freedom and responsibility we had as a student
Specializing at Belk's
Job sites
Not having to stay in school all day
The freedom; job sites; individual classes
Getting to go out on my own
The freedom; the chance to get a good look at the world of work

Table 29 (cont.)

Item	Response

19. What disappointed you about the EBCE program?

Nothing really
Counseling
I didn't enjoy my job sites this nine weeks
Too much work in English
Math
Not much to do when out on job site
Teachers
Couldn't stay in
Fell behind in math--unorganization
They won't buy us all a car to go to the sites in Greenville News-Piedmont
Way too much work!
The way that the two teachers ran their classes
Nothing
All the work and questions. Also getting out of the program
The little picky work assignments like listening to tapes and counseling sessions

20. What are your plans for this summer?

I hope to get a job
Work; go to the beach
I don't know
Working with Southeast Service Corp., where I work now
Get a job
To get a job and swim a lot
Be lazy
Getting a job and going to summer school
Work
A long vacation in Florida
Working part time and gooffing off the rest
Work
Go to the beach and lie around
To work full time and take a week at the beach
Working and going to the beach
Hopefully I will be able to get a job

21. What are your plans for one year after high school?

5	Going to school, but not working
10	Mostly going to school, but working part time
2	Mostly working, but going to school part time
2	Working, not going to school
0	Other activities instead of going to school or working

Table 30

Second Semester

EBCE Student Exit Survey

Item	Response	
1. How do you judge the help you recieved from the two (2) EBCE coordinators?	7	More than was needed
	22	About right
	7	Needed more help
2. The amount of work required for community activities?	6	Too much
	22	About right
	3	Too little
3. Filling out forms	20	Took too much time
	11	Did not take too much time
4. The planning forms and records were	4	Quite helpful tools
	21	Somewhat helpful
	6	Not at all helpful
5. The staff was (by and large)	27	Doing a good job
	1	Doing a poor job
	3	Can't judge
6. The staff generally was	1	Cold and/or impersonal
	30	Warm and/or friendly
7. The other EBCE students were (by and large)	0	Cold and/or impersonal
	31	Warm and/or friendly
8. Generally, the other EBCE students seemed to be getting	16	A lot out of EBCE
	13	Something out of EBCE
	1	Little or nothing out of EBCE
9. The amount of personal freedom allowed students was	2	Not enough
	27	About right
	2	Too much
10. The activities that the community sites offered seemed	26	Useful
	1	Of little use
	4	Can't say either way
11. The community people you met were generally	23	Interesting and enjoyable
	1	Dull and boring
	7	Can't say either way
12. The program helped to prepare me for work	0	Strongly disagree
	2	Disagree
	18	Agree
	11	Strongly agree

Table 30 (cont.)

Item	Response
13. The program helped to prepare me for college	2 Strongly disagree 7 Disagree 12 Agree 10 Strongly agree
14. The program helped me to decide what I want to do after high school.	1 Strongly disagree 3 Disagree 14 Agree 13 Strongly agree
15. The program helped me to better understand myself	0 Strongly disagree 2 Disagree 16 Agree 13 Strongly agree
16. The program helped me to get along better with others	1 Strongly disagree 0 Disagree 16 Agree 13 Strongly agree
17. When you look back and compare your EBCE experiences with regular school experiences in previous years, you are:	2 Much less satisfied with EBCE than with the regular school program 0 Somewhat less satisfied with EBCE 1 About as satisfied with one as with the other 9 Somewhat more satisfied with EBCE 17 Much more satisfied with EBCE

18. What did you like best about the EBCE program?

First Semester		Second Semester	
7	Job sites	22	Job sites
6	Freedom	2	Staff
2	Individualization	2	Individualization

19. What disappointed you about the EBCE program?

First Semester		Second Semester	
5	Academic areas	7	Mathematics
3	Job sites	5	Journals
2	Guidance	4	Guidance
		2	More out of school activities

Table 30 (cont.)

Item	Response
20. What are your plans for one year after high school?	9 Going to school, but not working 18 Mostly going to school, but working part time 0 Mostly working, but going to school part time 0 Working, not going to school 4 No answer

program. It did mean that key people—the guidance counselor and the teachers--were all developing new programs and new roles. This required some modification of job details throughout the year; however, these staff appeared sensitive to needs for modifications and developed sound programs.

During the year, the evaluators did witness some important changes. The inclusion of all staff in on-site monitoring provided better site monitoring, but also provided excellent experiences for the staff. Transportation has become more and more an individual problem, rather than a group bussing problem. The move to individual transportation is seen as a necessary part of developing an economically defensible tranference plan.

It is anticipated that the third year will include at least one full semester of a tryout of the transference plan. This will require a phasing out of the present academic instructional components and of school bus transportation. Present staff are well-trained for the task of assisting additional schools in getting programs off the ground.

Guidance Activities

Jerry Crowley, who has a Ph. D. in Counseling and Guidance, conducted a formal observation of the guidance component in early May. His report follows.

Group Guidance

Group guidance in process was observed. The group consisted of three females and four males (this membership is in the ideal size range--permitting maximum participation while imposing no constraints on members to speak who would prefer to remain silent in order to think matters through more thoroughly).

The group leader communicated empathy, respect, warmth, and genuineness during the group session. She encouraged student decision-making and problem-solving. She effectively facilitated the process of group interaction. All the members of the group actively participated. They appeared interested and involved. They related to each other and to their group leader in a clear and meaningful fashion. They communicated respect, understanding, and caring.

The group members demonstrated their knowledge of occupational clusters. They exhibited awareness of their work-related interests, goals, and values. They also discussed occupational requirements, pay scales, and educational level requirements for entry into a variety of occupations. Non-traditional occupations were chosen by females for discussion in the group--there was no semblance of sex-stereotyping in the group.

It is concluded from observation that the group leader conducts self-appraisal exercises, assists students in clarifying their career options, helps them in formulating their current career goals, and encourages the setting of near-future and distant-future goals. Students have easy access to their counselor for individual counseling as well as group guidance.

Students demonstrated in the group their ability to:

1. identify the relationship between their own characteristics and their career decisions;
2. match their personal characteristics and interests with the characteristics and requirements of a variety of occupations;
3. be flexible in their career plans through consideration of alternative career choices;
4. communicate effectively;
5. make decisions and solve problems;
6. complete job applications; and
7. role play appropriate behavior in a job interview.

Media Resource Center

The center is well-stocked with media which provide valid, usable, up-to-date, and relevant information in an interesting and meaningful fashion. Feedback in student interviews indicates that the students find the media worthwhile and useful. Students were observed using the media. The center contains a variety of practical filmstrips dealing with important aspects of the world of work. In addition, heavy emphasis is given to sex stereotyping. The center also contains Occupational Briefs dealing with all the occupational clusters. (During the group guidance session students demonstrated their ability to effectively use the DOT, Job Fact Handbook, Occupational Outlook Handbooks, and Occupational Briefs.)

A study of the Student Journals indicates that the students are profiting from the experience. It is the opinion of this observer that the guidance activities of the EBCE project are appropriate, complete, and of extremely high standards.

Periodic review and observation by other EESI staff would support Dr. Crowley's report. One problem was identified through student interviews at the end of the first term concerning repetitious activities for students who were in the second semester of the guidance component. The problem and recommendation were discussed with project staff and changes were incorporated for the second semester activities.

Instructional Administration

The instructional program was assessed by interviews with the teachers and by formal observation conducted periodically by EESI observers. The EBCE program included instructional components in English and mathematics. The main purpose of this instruction was to provide regular academic credits in the framework of the irregularly scheduled EBCE site experiences program. That is, career education within these English and mathematics courses, although of high priority, was not a program objective. The objective was academic, and limited to showing that students did as well here as they would have done in other classes. Data on this objective was presented earlier.

The major problem facing the two EBCE classroom teachers was the wide range of student ability. Students ranged from ninth to twelfth grades. In mathematics, the regular instruction is highly organized by content and level. There were ten different instructional units being studied in mathematics at any one time.

The EBCE program was fortunate to have two excellent teachers assigned to these classes. Both did outstanding jobs at developing programs that appeared to adequately account for individual differences in work speed, level of instruction, and content. Both teachers developed procedures for tracking student progress and for communicating with students.

There was the appearance of grading problems with both classes. In particular, early grades appeared harsh to the evaluation team. Interviews with teachers and staff led to our opinion that some students were ill-prepared to accept the responsibilities of individualization. There is little opportunity at Mann for previous student experience in self-pacing of work.

We also were concerned about mathematics scheduling. Students had to terminate instruction in EBCE mathematics in a way that allowed smooth articulation with the on-going problem. These articulation problems appeared to us to be solved satisfactorily by pacing students through units. We interviewed other regular mathematics teachers in the winter and were assured that EBCE "graduates" were doing quite well in follow-up courses, so that articulation problems were not perceived by regular teachers.

Both classrooms appeared to have excellent resource materials, furniture, and aids for individualization. Both teachers were also provided an opportunity to travel for either study or to observe individualization instruction.

Sex Roles and Stereotyping

Three special workshops related to sex roles have been conducted. In Feburary a workshop on sex role stereotyping was held for EBCE students with special consultants conducting the workshop. The program was offered to other students in the afternoon. In May, a workshop on Women and Engineering was conducted for the students by the EBCE counselor. In June, a workshop sponsored by the school district and EBCE was conducted for principals and district administrators on "Women in Management."

There was some reported stereotyping at job sites as expected, with the hospitals being mentioned, specifically. In addition, the absence of female lawyers, as resource persons, was noted. However, the students report that the counselor is emphasizing non-stereotyping of roles. Only two students reported teacher bias when asked about stereotyping in the classroom. Both said that one teacher talked more to girls than boys.

Dr. Judith Gatlin served as consultant to the project and provided innovative activities designed to create an awareness of sex stereotyping.

Conclusions, Implications, and Recommendations for the Future:

The Community and Guidance components of this project have proven to be its major strengths.

Strong business community endorsement has meant that students have a wide variety of sites from which to choose. Such endorsement has also built strong school/community relationships. As an example of the strength of community endorsement, one member of our advisory committee, who also provides a site and is the father of an EBCE student, solicited time on the School Board of Trustees agenda to address continuance of the program.

A well-structured guidance component has enabled students to make wise choices for Exploration and Internship and to assimilate their community experiences in relation to personal interests and aptitudes. Close monitoring of sites by the guidance counselor has maintained ongoing communication between all involved parties. We are convinced that the total program would be much less effective without the guidance component.

The individualized, academic component has not proven to be an essential ingredient to program success. Eliminating the academic component in the transference model facilitates students' scheduling and brings program cost within a feasible range for ongoing operational support from the district.

Two factors are needed if the program is to remain ongoing in this district and to be expanded: First, some district financial support will be needed to maintain the program in the 3 or 4 schools presently implementing; Second, additional support from some source will be needed to train personnel for program expansion.

We estimate that one site development coordinator can develop sites and schedule students in 4 high schools (160 students total). The more sites available to students and the more trained employer-teachers participating, the more likely it is that the student can be fortuitously matched to the right location and provided with the one-to-one relationship which has made for program success. Also, broad site development assures that no one site be over-used, an important point in dealing with business.

The site development coordinator must be trained to community needs and be aware of public relations values. We have put through to the district administration a request that such a position be funded in 1979-80.

Expansion to schools which have not been implemented in 1978-79 will necessitate training career education coordinators to manage the program and additional site development personnel.

The present EBCE staff, program coordinator, site development coordinator, and guidance counselor have spent two years now developing the prototype program. One year of federal funding remains for

dissemination and transference. The staff is aware that, in a district with 15 high schools, schools other than those 3 or 4 now implementing could benefit from comparable programs. It is thus, with a measure of frustration, that we anticipate the end of funding with this present school year and the break-up of this trained, intact staff. It would appear appropriate for NIE to extend the funding of successful projects to the degree that they could consummate program transference and dissemination.

The major tasks ahead for the 1978-79 school year are transference into other district high schools as previously outlined and dissemination in this state through the office of the State Career Education Coordinator.

The staff remains committed to the belief that our high school students need and want realistic career experiences. We note the high number of students demonstrating career commitment after program participation. We note the high number of EBCE students who become "job ready."

Two extrinsic values to such a program remain apparent: the high degree of goodwill created between school and community and the infusion value of this program in the total school.

As a point of recommendation, this staff would like to see programs comparable to EBCE developed in the summer months for the teaching staff. We feel that such a program of staff development would provide strong benefits to both school and business community and we are in the process of suggesting such a program to the local business community.

APPENDIX A

Programmatic

One-to-Five Year Goals and Objectives, State of South Carolina

(Taken from the State Plan for Career Education)

From the analysis of the results of the needs assessment survey serveral common areas of emphasis emerged. The needs were expressed both in terms of student needs and staff development needs, but always were directed ultimately towards meeting the needs of the students. Below are listed the major need statements which surfaced:

- There is a need to orient public school education toward the occupational future of young citizens of the state.
- There is a need for inservice training for all school staff concerning the infusion of career education concepts within the existing curriculum.
- There is a need for a local career education needs assessment at each school level.
- There is a need for a policy statement from the local board of education supporting and defining career education.
- There is a need to provide students with realistic information on job availability, employee expectations, and job requirements.
- There is a need for teaching personnel to relate occupations and careers to students' academic subjects.
- There is a need for teaching personnel to provide students with decision-making skills related to career and occupational selection.
- There is a need for schools to make more effective use of interest, aptitude and ability testing in helping students make career decisions.
- There is a need to develop communication and cooperation between school and community to facilitate the infusion of career education concepts at each school level.
- There is a need for students to explore their primary occupational interests, strengths, and limitations.
- There is a need for students to develop self-confidence, human relations skills, and respect for self and others.
- There is a need to improve the functional and academic competencies of students to prepare them for future educational and occupational goals.
- There is a need to develop students' economic survival skills related to the real world of earning, saving, and spending money.
- There is a need to prepare students to choose an occupation based on their own skills and talents.

- There is a need to prepare students to secure a job after graduation and use skills learned in school.

- There is a need to provide students with experiential contact with the local business/industry community.

- There is a need for the identification, cataloging, and use of community resources to support career education concepts at each school level.

- There is a need to improve delivery of career information, career planning, and career counseling services for students.

- There is a need for schools to provide students with training and manpower requirements in a wide variety of career/occupational fields.

- There is a need for schools to relate post-secondary educational requirements to all career/occupational clusters.

- There is a need for adequate evaluation systems to measure the efficiency and effectiveness of career education efforts.

After careful deliberation, the need statements were collapsed into one major goal and twelve goal statements:

Major Goal: Appropriate opportunities for career awareness, exploration and orientation shall exist for individuals of all age and grade levels.

Goal 1: To expand, maintain, and utilize the established (1977-78) advisory committee to assist in the development, implementation and necessary revisions of the South Carolina State Plan for Career Education.

Goal 2: To develop inservice training programs for teachers, counselors, administrators, board members, parents, business-industry, and labor.

Goal 3: To develop preservice training program for teachers, counselors, administrators, at university level.

Goal 4: To make available career education information to all interested individuals in the state.

Goal 5: To certify and replicate concepts and procedures which have proven successful in South Carolina and to seek new procedures when needed.

Goal 6: To extend the concepts of career education processes beyond schools into areas of employment and community affairs and relate all subject matter curriculum toward acquiring functional competencies.

Goal 7: To continue to inventory and disseminate state, local and private resources for the development of career education services utilizing parent advisory committees established in each local district.

Goal 8: To develop awareness of career education goals and objectives among the membership of appropriate school and community resources.

Goal 9: To foster cooperative arrangements with community groups and agencies concerned with career development and guidance - in order to coordinate services and avoid unnecessary duplication.

Goal 10: To make available evaluation systems to LEA's to enable them to measure the efficiency and effectiveness of career education efforts.

Goal 11: To create a feedback system to use evaluation findings to adapt and improve career education programs.

Goal 12: To build in an evaluative process to determine how well the system is working.

PARTICIPATING BUSINESSES AND ORGANIZATIONS

Architecture and Engineering:

1. Daniel International
2. Harrison Electric Company
3. Neal Architects
4. J.E. Sirrine Company

Business Administration:

1. American Monorail
2. Greenville, City of
3. Greenville, County of
4. Phillips Fiber, Incorporated
5. School District of Greenville County

Clerical and Computer:

1. Appalachian Council of Governments
2. Daniel International
3. Greenville, City of
4. Honeywell, Inc.
5. International Business Machines (IBM)
6. Liberty Life Insurance Company
7. Metropolitan Life Computer Center
8. School District of Greenville County
9. J.E. Sirrine Company
10. John Theodore Accounting Services

Communications:

1. Addressograph Multigraph Incorporated
2. Appalachian Council of Governments
3. Greenville News-Piedmont
4. Keys Printing Company
5. Leslie Advertising Agency
6. Litho Services
7. WESC - Radio
8. WFBC - Radio
9. WFBC - TV

Fine Arts:

1. Museum of Art, Greenville County

Government Services:

1. Appalachian Council of Governments
2. Greenville, City of
   a. Central Services
   b. Community Development
   c. Fire Department
   d. Public Services Department
3. Greenville, County of
   a. Development
   b. Purchasing
   c. Tax Assessor

Health Careers:

1. Dr. Richard Alpert, DDS
2. Arnold Opticians
3. Dr. Chandler, Pediatrician
4. Greenville County Health Department
5. Greenville Hospital System
6. Dr. Morris Hall, DDS
7. Dr. Willie Hill, DDS
8. Dr. Howell, DVM
9. Dr. Jervey, Opthalmologist
10. Peace Dental Laboratory
11. Dr. Wells, Orthodontist

Law and Justice:

1. Circuit Solicitors Office
2. Givens Youth Correctional Center
3. Greenville County Court System
4. Leatherwood, Walker, Todd, & Mann
5. Legal Services
6. Mitchell and Joe, Attorneys
7. Police Department, City of Greenville
8. Police Service Bureau
9. Public Defender's Office, County of Greenville
10. Sheriff's Department, County of Greenville
11. Wyche, Burgess, Freeman, and Parham

Manufacturing and Engineering:

1. Addressograph Multigraph
2. American Monorail, Inc.
3. Greenville News-Piedmont/Production
4. Loom Products Corporation
5. Marshall and Williams Company
6. Phillips Fiber Corporation
7. Alvin Smith Truck Body Sales and Manufacturing
8. Southeastern Kusan
9. Union Carbide Company
10. U.S. Packaging Company
11. Woven Electronics, Inc.

Marketing and Advertising:

1. Belks Department Store - Downtown
2. Greenville News-Piedmont
3. Henderson Advertising Agency
4. Leslie Advertising Agency
5. WESC - Radio
6. WFBC - Radio
7. WFBC - TV

Money and Banking:

1. Bache, Holsey, Stuart, and Shields
2. Citizens and Southern National Bank
3. Fidelity Federal Savings and Loan Association
4. Loebe, Rhoades, Hornblower and Company
5. U.S. Life Credit

Sales:

1. Belks Department Store - McAlister
2. C. Dan Joyner and Company

Small Business Management:

1. AAA World Travel Agency
2. Burger King
3. Joan Gaulden, Interiors
4. Greenville Aviation
5. Holiday Inn - Pleasantburg and Mauldin Road
6. Litho Services
7. Midas Muffler Shop
8. Mini-Skool, Limited
9. Vince Perone's Restaurant
10. Po' Folks
11. Ryder Truck Rentals
12. Alvin Smith Truck Body Sales and Service
13. Snelling and Snelling
14. South Pleasantburg Nursery
15. Star-Astro Bowling Center
16. Sam Wyche Sports World

Social Services:

1. Community Council, Greenville County
2. Family Counseling Services
3. Greenville Urban League
4. Greenville Urban Ministries
5. Health Department, Greenville County
6. Manpower (CETA)
7. Nicholtown Center
8. Pendleton Place
9. Phillis Wheatley Center

Teaching:

1. Beck Middle School
2. Sara Collins Elementary School
3. League Middle School
4. J.L. Mann High School
5. Mini-Skool, Limited
6. Montessori
7. Nicholtown Center

Total Number of Clusters:	15
Approximate Number of Sites:	89
Approximate Number of Career Choices:	348

*Some businesses and organizations serve more than one cluster or open more than one department area.

JOURNAL ENTRIES: What the Students Say

Federal Day Care Center:

"For half an hour I talked about leaves - which isn't easy .. I told them that leaves change colors in the fall. I showed them some pictures of leaves and let them go out and pick up leaves. I learned I had a lot to learn." S.J.

"The kids are all ready for learning. We learned the color of yellow. We were told a story on the five senses and named them. When you hear maraccas shake it's time to clean up." L.G.

Private Pre-School:

"I read them a story. Then we went outside. I lifted more kids in and out of swings than ever before." S.J.

"The teacher has a sharp and authoritative manner, but ... a kind heart underneath. She had a beautifully planned program." C.J.

"I was afraid ... I forgot everything except I am from EBCE and my name ... The fieldtrip to the library was exciting. The librarian knew how to keep their attention. They listened to a record that helped them learn how to do things with their hands." L.H.

Center for Training Day Care Workers:

"We planned our own day. We had a hard time getting kids to do what we said but they finally got the message ... I wore white pants but when I got back from site they had paint and chalk on them." M.T.

"The centers teach children to have responsibility. The teacher should encourage the children to explore new interests. The teacher should not give her own opinion." M.B.T.

Real Estate Agency:

"She showed us how to look up mortgages, deeds, and general real estate information in the court house ... then an attorney told us about closing out a loan, closing costs, and fees." B.G.

"We talked to an appraiser on how to estimate the value of a house ... I can be licensed when I am 18." B.G.

"We attended a weekly sales meeting. A lady from a bank came and talked about the rapid growth in the South ... Before we left (the broker) talked to us about possible careers in real estate." C.B.

Computer Repair:

"They found the wires in the power box had burned out ... I noticed how he replaced the old wires and put in new ones. It doesn't seem to be much, but when you are working with equipment as expensive as that, it is." P.N.

"What they were doing wasn't new to me, so I started helping. They were setting heads on the tape player." P.N.

"A man told us there was a down computer ... Dave examined the computer trying to explain to me what they were doing ... The Honeywell man got his training in the Air Force." P.N.

"The employer gave us applications to fill out, then called us into his office one-by-one for interviews as if we were applying for jobs." W.B.

Health Careers:

"One patient was a black poodle. We saved him."

"The supervisor told me they were going to put a pacemaker in a man's heart and she had to take X-rays during surgery. I watched on the X-ray screen as the surgeon made a small cut above the collar bone and inserted a tube through the artery." K.G.

Auto Repair:

"Midas is well-known for mufflers and shocks, but I think they should be well-known for their courtesy toward their customers." R.D.

Law and Justice:

"The routine of the investigator is different from what you see on TV. It's not as easy as it looks! It consists of going to the jail house, interviewing the inmates, making telephone calls, interviewing witnesses, and getting useful information." P.F.

Clerical:

"The first time I ran the sorter, I inserted the IBM cards in numerical order but I didn't get the cards in quite straight and the sorter made the most horrible noise I've ever heard. It took 45 minutes to un-jam it. They tell me you have to learn by your mistakes. Believe me, I haven't jammed it again." M.B.

SENIOR REPORT: 1978 Graduates

Report on J.L. Mann Graduating Class:

Attending 4-year colleges:	112	51.7%
Attending 2-year colleges:	16	7.7%
Attending 2-year Tec programs:	21	9.9%
Employed	44	19.7%
Other schools	3	3.3%
Other (including unknown)	16	7.7%
Total Graduating J.L. Mann	223	100 %

Report on EBCE Students Graduating 1977:

		Career Commitments (if outgrowth of EBCE)
R. Alpert	Working in Israel	
R. Cook	4-year college	Business Major
K. Cox	2-year college	
J. DiFresco	2-year college	
B. Forrester	2-year college	Police Science
E. Todd	Tec program	Health Career

Report on EBCE Students Graduating 1978:

K. Bridwell	2-year college	
S. Chappell	2-year college	
J. Glenn	4-year college	Pre-Law
J. Hawkins	4-year college	Business Major
J. Jennings	4-year college	
D. McIntosh	4-year college	
D. Rankin	Moved	
D. Anderson	4-year college	Pre-Law
T. Airline	2-year Tec	Food Service
M. Bolt	4-year college	Accounting
S. Clark	2-year college	Broadcasting
N. Crocker	4-year college	Business
W. Evans	4-year college	Journalism
K. Gregory	Tec program	Health Careers
V. Howard	Apprentice	Food Services
R. Hawthorne	2-year college	Business
B. Miller	2-year college	
B. Spearman	Airforce Academy	Air Force
L. Waters	Working	
W. Wright	Working	Printing Apprentice
W. Brown	Working	Draftsman
M. Matcher	4-year college	Math
P. Locke	4-year college	Pre-Med

SUMMARY: Out of 29 students who have taken EBCE and since graduated, 19 are known to be working toward careers they personally explored while in EBCE

M E M O R A N D U M

To: Mrs. Alice C. Badenoch

From: Bill Kendall

Subject: Wendell Wright and Walter Brown

Date: August 25, 1978

This is to inform you that I have had occasion to talk with two site coordinators who participated with our EBCE program last year. I have learned that two of our graduates not only received paying jobs in their areas of career interest (i.e. painting and drafting), but after three months' employment are doing impressive work.

Walter Brown was hired as a draftsman by Harrison International Constructors, the company he internshipped with through EBCE. Wendell Wright was highly recommended to a printing company by the site coordinator he internshipped with. He was hired. The report I received was that he, too, is doing a fine job.

Staff Resumes

Personnel:

I. Program Coordinator: Alice C. Badenoch

1976 - 1979: EBCE Coordinator, J.L. Mann High School

1974 - 1976: Author and teacher-coordinator of J.L. Mann High School Project COGS (Constructive Options to Gain Success), Title IV, a successful ninth grade dropout prevention program structured on Career Education; resource person for Alternative Learning Centers (ESSA); member District Steering Committee for Career Education and District Seed Team to develop methods of infusing Career Education into existing curriculum; member Community Advisory Committee for Tutorial and Enrichment recipient of first prize award for article "The Work Ethic: Do We Need It?", presented by Future Studies Department, University of South Carolina; author of curriculum for experiential education (CPU) J.L. Mann High School; active in speaking engagements for dissemination and exportation of District curriculum.

1968 - 1974: Teacher English/Social Studies J.L. Mann and J.E. Beck High Schools in District; author of curriculum integrating American literature and history in team taught, thematic approach; member original Board of Directors Greenville Urban League; 1972 participant, two week Interpersonal Relationships workshop sponsored by National Science Foundation at State University of New York, during which time co-authored article "Using Community as School." Field tested black/white materials for University of South Carolina.

1963 - 1968: Teacher English, high school level, Evansville, Indiana. Experience prior to teaching in private industry in area of personnel.

1976: Received Human Relations award from the S.C.E.A. and from the G.C.E.A.

II. Community Resource Coordinator: Bill Kendall

1976 - 1979: EBCE Community Resource Coordinator, J.L. Mann High School

1972 - 1976: Social Studies teacher/athletic coach, J.L. Mann High School. 1973 to present; licensed agent for Integon General Insurance Agency, specializing in individual corporate tax shelters. 1976 licensed with SEC to market mutual funds; 1973 six hours graduate study, Clemson University.

1968 - 1972: Bob Jones University, B.S. degree major in secondary education, minors in history and social studies.

1967 - 1968: University of Michigan

III. ARC English teacher:* Michael Cox

1972 - 1978: English and Reading teacher, Bryson Middle School, Greenville County. Teacher of the Year, 1973.

1976: M.A. Furman University

1971: B.S. Indiana University

*this is a one-semester assignment. During the second semester, Mr. Cox will work with EBCE staff on transference and dissemination, and Martha Mathis, who taught EBCE English 1977-78 year and is now on the regular Mann staff, will resume EBCE English teaching responsibilities.

IV. ARC Math Teacher:* Phyllis Richmond

1960 - 1962: Math teacher, Charleston, South Carolina

1960: B.A. Degree, University of North Carolina
Jr. Great Book Leader

*first semester only; math will not be included in the second semester program. See transference plan.

V. Guidance Counselor: Helen Smalls

1976 - 1979: EBCE Counselor, J.L. Mann High School.

1972 - 1976: Guidance Counselor, J.L. Mann High School; participated in numerous workshops in group counseling, drug education, vocational guidance, "schools without failure." Six (6) hours graduate credit LaVerne College; three (3) hours graduate credit South Carolina State College.

1970 - 1972: Business Education teacher, J.L. Mann High School

1970: M.Ed., South Carolina State College, Advanced Guidance Certificate.

1965 - 1970: Business Education teacher, J.E. Beck High School, Greenville, South Carolina.

1963: B.S. in Business Education, South Carolina State College

VI. Program Coordinator at Transference School #1, Eastside High School: Martha Edwards

1970 - 1978: English teacher (Chairman of Department 1974-77), Eastside High School, Greenville County

1968 - 1970: Junior high school Language Arts teacher, Durham, N.C.

1967 - 1968: Elementary school teacher, Durham, N.C.

1965 - 1967: Social worker, Chicago, Illinois

1978: M.Ed. in Personnel Services, Clemson University

1965: B.A. Winthrop College

Teacher of the Year, 1974

Danforth Associate, 1977.

VII. Program Coordinator at Transference School #2, Wade Hampton High School: William G. Ehlen

1976 - 1978: Psychology and Sociology instructor, Greenville Technical College.

1973 - 1977: Teacher/Counselor, Greenville High School

1972 - 1973: Teacher, Hollis Middle School, Greenville, S.C.

1972: M.Ed. University of North Carolina, Charlotte, N.C., Psychology and Counseling

1969: B.S. Indiana State University, English and Philosophy.

Charter member National Association Humanistic Education

VIII. Secretary: Jan Waltman

April, 1978 - Present: Secretary EBCE, J.L. Mann High School

October, 1977 - April, 1978: Secretary, Holland Auto Supply, Greenville, South Carolina

April, 1976 - August, 1977: Secretary, Dunes Realty, Inc., Garden City, South Carolina

1976: Horry-Georgetown Technical College,Associate Degree, Secretarial Science

IX. Paraprofessional (full time): Texas F. Baker

1976 - 1979: EBCE Paraprofessional, J.L. Mann High School

1970 - 1976: Paraprofessional for library, J.L. Mann High School; Board member, Retarded Childrens Association, President Band Boosters Club; scout leader; Sunday school teacher.

1939: Associate degree Draughan's Business College, San Antonio, Texas; employed in bookkeeping and secretarial positions for intervals between 1939 and 1970.

X. Outside Evaluator: Dr. Louis Bashaw, Department of Educational Psychology, College of Education, University of Georgia, Athens, Georgia.

1. Education: Ph.D. - Florida State University, 1963.

2. Positions Held:

1959-62	Research Assistant, Florida State University, basic research on problems of educational measurement.
1962-63	Research Associate, Florida Board of Regents, research on problems of higher education.
1963-65	Assistant Professor, Florida State University, graduate instruction and research on problems of educational measurement and statistical methodology.
1965-67	Assistant Professor, Educational Psychology, University of Georgia.
1970 - Present	Full Professor, Educational Psychology, University of Georgia.

3. Memberships and offices:

a. American Association for the Advancement of Science
b. American Educational Research Association
c. American Psychological Association
d. Florida Education Association
e. Florida Educational Research Association (Publications Committee Chairman, Editor-in-Chief, Florida Journal of Educational Research and Editor, FERA Newsletter, 1963-1965)
f. Kappa Delta Pi
g. National Council on Measurements in Education (Editorial Board, Journal of Educational Measurement)
h. Phi Delta Kappa
i. Psychometric Society
j. Southeastern Psychological Association
k. Southeastern Society for Multivariate Experimental Psychology (President, 1968-69)

4. Teaching Experience:

Undergraduate - Educational Measurement

Graduate - Educational Measurement
Measurement Theory
Educational Statistics
Research Design in Education
Data Processing (Intern Directing)
Educational Evaluation

5. Research Areas - Measurement theory, Statistical techniques, Evaluation techniques

6. Consultant Activities:

1966-68	Research consultant to Regional Curriculum Project, a Title V Project concerned with the leadership of state departments of education in the Southeast.
1968	Instructor in the Southeastern States Title III Seminar for Officials of Southeastern States Departments of Education
1968	Instructor in the Second Florida Instructional Seminar on Evaluation.
1968-69	Research consultant to the Supplementary Educational Center (a cooperative Title III project for the Atlanta metropolitan area).
1968-71	General Consultant to the U.S. Office of Education for Project Follow Through. Responsible for monitoring the Follow Through program in McCormick, South Carolina, in 1968-1969. Responsible for monitoring Follow Through projects in Smithville, Tennessee and for the Eastern Band of Cherokee Indians in Cherokee, North Carolina during 1969-1970.
1969-72	Evaluation consultant to the Atlanta Public School System
1969-70	Evaluation consultant to Macon County, Alabama, public schools.
1970-71	Evaluation consultant to Atlanta Model Cities.
1974 -	Consultant to the Pioneer Cooperative Educational Service Agency, Cleveland, Georgia

STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA

November 30, 1977

MEMORANDUM

TO: Mr. William Merritt

FROM: Mrs. Ellen Tollison, State Consultant, Career Education

SUBJECT: Career Education Seminar

Accolades to you and all who were concerned with the staging of the Career Education Seminar! I was sincerely pleased and impressed with the manner in which it was conducted. The speakers were excellent and the scheduling went smoothly. I expect to see a good response from the audience as you request cooperation.

I am enclosing an article which might interest you. It was prepared by the U. S. Director of Career Education.

Finally, are you familiar with the document published by the U. S. Chamber of Commerce? It might serve you and your collegues well.

Career Education
What It Is
and
Why We Need It
from
Leaders of
Industry,
Education,
Labor and the
Professional
(Copyright 1975)

Please feel free to contact me if we at the State Department of Education can aid you in a specific way. We are pleased with the kind of example which you are setting for the rest of the State.

clb

Enclosure

M E M O R A N D U M

To: Alice C. Badenoch
From: Helen Smalls
Subject: District Counselors Meeting
Date: April 25, 1978

The counselors from the district met at Marshall I. Pickens. It was interesting to me to learn that the administrator is the only female administrator in this area. Mrs. Jean Tannanbomb spoke with the group.

Miss Lillian Simpson, Director of Guidance for the school district, asked me to share some information from the National American Personnel and Guidance Association Convention with the group. I was delighted to share some information with the other counselors from the district. I also encouraged them to attend workshops and conventions more frequently.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

MEMORANDUM

To: Alice C. Badenoch, EBCE Coordinator

From: Jan Waltman

Subject: ENTRYS Luncheon

On August 3, 1978, I attended a luncheon at Greenville Technical College to gather information concerning ENTRYS (Engineering Technology Rescurces for the Young Female Student).

The personnel directly involved with this program are as follows: Dr. Ron Conley (V.P. of Education); Ms. Hazel Hall (V.P. of Student Affairs); Ms. Pat Plowden (Counselor); Ray Mixon (Grants Coordinator); and, Jovce Gray (Research Consultant).

The basic goal for the ENTRYS program is to orient women in non-traditional careers -- specifically engineering. To accomplish these goals, the ENTRYS staff plans to inform young women and others (parents, teachers, counselors, etc.) in the field of engineering; to assist women in readying themselves for engineering technology careers (i.e. making sure they have taken sufficient math and chemistry courses); and, to serve as a resource center by utilizing female engineers/technicians as role models.

Because the demand for women engineers far exceeds the supply, the ENTRYS staff plans to use as its target 9th to 12th grade young women -- concentrating especially on the 9th and 10th grade students.

Basically, the procedure being used by ENTRYS is extremely similar to EBCE except on a much smaller scale. ENTRYS plans to utilize four Greenville County high schools in obtaining female students -- preferably 7 or 8 from each school. After a week of orientation, the participating students will visit 4 different engineering firms to actually "see" what engineering is all about and to explore various engineering careers. The staff perceives that each student will spend approximately 25-30 hours involved in this project and upon completion will either be awarded a certificate or some type of Continuing Education credit.

The ENTRYS staff requests that 2 persons from each participating high school be directly involved with the program and that you, Mrs. Badenoch, "volunteer" for the Curriculum Committee.

To further explain the ENTRYS project, see attachments.

MEMORANDUM

To: Alice C. Badenoch

From: Helen Smalls

Re: Career Guidance Institute (June 19 - July 7)
University of South Carolina and
South Carolina Department of Education

Date: October 18, 1978

Participating in the Career Guidance Institute along with approximately 100 other counselors from South Carolina was an interesting experience for me. I became aware of the need for professional growth of counselors, the need for more involvement and the need for counselors to continually familiarize themselves with current trends in guidance as well as current information in guidance.

The Institute focused on Field Problems in Career Guidance. Some of the products developed during the Institute were:

1. A school-wide resource directory of many careers of which faculty members and other school personnel were familiar.

2. Tours of several businesses. Presentations and question and answer sessions were provided. Employers explained to counselors what they expected from prospective employees.

3. A Career Guidance Model complete with objectives and strategies for use in counselors' local schools.

4. Career Guidance Information visits to three local businesses. I visited:

    a. Greenville General Hospital System
    b. General Electric Gas Turbine Company
    c. Marshall and Williams Electronics Equipment Company

I enjoyed all of the activities and hope that I will get another opportunity to participate in such a valuable program.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

MEMORANDUM

To: J.L. Mann Staff

From: Alice C. Badenoch ACB

Subject: Credits for Experiential Career Education

Date: September 6, 1978

Our program has been accepted by the South Carolina State Department as a model for accreditation purposes. In this process, certain changes have been made in the granting of credits as follows:

1. Exploration: This designation refers to the semester (or two semesters) in which the student explores a career cluster, moving from one job to another within the career area. Credit for Exploration is to be awarded as a pure Career Education credit not under any departmental label.

2. Internship: This designation refers to the semester (or two semesters) in which the student specializes in a specific career. It incorporates the old CPU credit. The student intern signs a learning contract which is co-signed by the Career Education Coordinator at the given school (Helen Smalls at J.L. Mann) and also by the department chairperson under whose label credit will be issued as a departmental elective. Here is a list of the careers we offer as internships and the departments in which they may receive credit. This list was approved by Instructional Services. You will note the difficulty involved in some designations. You are welcome to question the rationale should you be directly involved.

CLUSTERS	DEPARTMENT FOR CREDIT
1. Architecture and Engineering	Math or Art
2. Business Administration	Business
3. Clerical and Computer	Math or Business
4. Communications	English
5. Fine Arts Administration	Art
6. Governmental Services Administration	Business or Social Studies
7. Health Careers	Science
8. Law and Justice	English or Social Studies
9. Manufacturing and Engineering	Voc. or Math
10. Marketing and Advertising	Art or Business
11. Money and Banking	Business
12. Sales	Business
13. Small Business Management	Business
14. Social Services	Social Studies
15. Teaching	English

August 15, 1978

Ms. Alice Badenoch
J. L. Mann High School
Greenville, S. C.

Dear Ms. Badenoch:

After discussing with my staff and teachers the Experimental Based Career Education program, we are requesting that Eastside High School be one of your transfer schools for the 1978-1979 school year.

We are excited about the program and believe that we can, with your aid, implement an effective program. Mrs. Martha Edwards will be our EBCE coordinator.

Thank you for your consideration. We look forward to working with you on this project.

Sincerely,

J. Brodie Bricker
Principal

JBB/mw

cc: Dr. Wilton C. Brooks
Northeast Area Assistant Superintendent

cc: Dr. William Stubbs
Principal, J. L. Mann High School

The School District of Greenville County
Eastside High School · Route 4 · Taylors, South Carolina 29687 · 803/268-1571

To: Alice C. Badenoch, EBCE Coordinator

From: Lloyd K. Voyles, Principal, Wade Hampton High School

Date: August 28, 1978

Re: EBCE Transference

After studying the proposed EBCE Transference to Wade Hampton High School for 1978-79, we have decided to accept the invitation to implement, and will be happy to involve Wade Hampton in the program.

EBCE appears to be a program which will attract qualified and enthusiastic students at our school, and we are hopeful that it will fill some of their career exploration needs.

Please be in touch with us about the details of implementation the training for the EBCE Coordinator.

The School District of Greenville County
Wade Hampton High School · Pine Knoll Drive · Greenville, South Carolina 29609 · 803/244-1401

MEMORANDUM

To: Mr. John B. Bricker, Principal, Eastside High School

From: Alice C. Badenoch, EBCE Coordinator

Subject: Proposed Experience-Based Career Education Transference to Eastside High School, 1978-79 School Year

Date: August 10, 1978

For two years, J.L. Mann High School has had federal funding to establish an Experience-Based Career Education program modified to the needs of this District.

We at J.L. Mann believe we have developed a program which meets student needs. EBCE students are enthusiastic and involved. Outside evaluation has shown that their progress in academic subjects remains as good or better than prior to program enrollment; that their attendance goes up and administrative referrals go down.

Aside from meeting student needs, the biggest plus of an experiential career education program is the community endorsement. Seventy-five businesses, industries, and/or agencies presently participate with J.L. Mann and are thus actively and constructively involved in public education in their own area of expertise. The community appears to enjoy this involvement. In fact, one of our community participants, who is also the father of an EBCE student, has requested school board time to share with the Board his enthusiasm for such a program.

The goal for third year funding of EBCE is dissemination and transference. Because of Eastside High School's positive reputation in the community, and because several Eastside parents have expressed interest in EBCE, the J.L. Mann EBCE staff invites Eastside High School to be a target school for transference in the 1978-79 school year.

We submit herewith this proposal in writing for your future reference and to confirm our recent conversation.

FIRST SEMESTER: Planning for Implementation

You will assign a member of your existing teaching staff to become the Career Education Coordinator. This individual will be placed one-half time on the federally-funded EBCE payroll, remaining one-half time on the District payroll. This individual can be from any subject area. Ideally, he/she should be flexible, interested in career education, and have some guidance background.

During the first semester, this future Career Education Coordinator will be responsible to Mann's EBCE staff the final two periods of the day for training and planning. In order to become knowledgeable of future responsibilities, the Career Education Coordinator will work closely with the J.L. Mann counterpart, Ms. Helen Smalls, reviewing and ordering materials, learning techniques of career testing and guidance, and learning the logistics of managing an experiential career education program. The Career Education Coordinator will also work with Mr. Bill Kendall, who has been responsible for community development in Mann's program, becoming familiar with the business community in which students will be scheduled and developing new sites for students from your school.

Making your school community aware of the program concepts and recruiting and scheduling of students will also be the responsibilities of the Career Education Coordinator during first semester, as well as job placement/guidance for your students.

The J.L. Mann EBCE staff will work closely with Eastside administration as these planning activities are accomplished. The EBCE slide/sound will be available for your use and also a monthly newsletter designed to create program awareness. J.L. Mann students experienced in the program will be available for recruitment purposes.

SECOND SEMESTER: Implementation

The Career Education Coordinator, now trained, will assume responsibility for program implementation. The Career Education Coordinator will be assisted in community contacts by Mr. Kendall and, according to plan, by the Job Placement person at Foothills Vocational School. Close contact will be retained with EBCE staff.

Your Career Education Coordinator will schedule EBCE students (juniors and seniors) into the community two afternoons per week. Students will be enrolled in English III or IV on the three alternate days and will receive one hour per week of group guidance. An English teacher from Eastside's staff will be responsible for the English instruction. In addition to being responsible for the EBCE program during three periods per day, your Career Education Coordinator will be available to your school for two more class periods. A typical student schedule and a teacher's schedule are attached.

The EBCE program will be open for enrollment to any junior or senior. We believe an optimum program enrollment at your school to be 40 students, but recognize that during the first program year the number could be less.

In scheduling students into the community, the Career Education Coordinator will work closely with the Job Placement person at Foothills. According to the plan proposed to area superintendents, it is the responsibility of the Job Placement person to develop community sites to meet student needs and maintain a file of sites available in this county. (See attachment)

In addition to scheduling EBCE students into the community, the Career Education Coordinator will monitor the progress of these students through actual site visits and by reading journals and grading student products. He/she will provide student orientation prior to community exploration, guidance, and follow-up. He/she will award academic credit.

The Career Education Coordinator will be responsible for maintaining a file of parental waivers and school insurance receipts for EBCE students.

EBCE students will provide their own transportation.

In addition to his/her responsibilities to EBCE students, the Career Education Coordinator will provide a job placement service to any Eastside student. In the 1977-78 school year, more than 80 Mann students were assisted in locating jobs.

IMPLEMENTATION COSTS:

One-half the salary of your Career Education Coordinator will be paid for by EBCE funding during the 1978-79 school year. The J.L. Mann EBCE budget will also cover additional implementation costs such as telephone installation and service, gas mileage, guidance materials, printing costs, and postage.

The J.L. Mann EBCE staff will remain available at no cost to assist Eastside's implementation.

In the 1979-80 school year, the operation of the program, including the Career Education Coordinator's contract, will be picked up in Eastside's budget. We believe that by including the Career Education Coordinator as a part of the regular teacher allotment, the school will be providing a good student program at essentially no cost. (See attachments). Also, we feel that program continuity is essential to the integrity of transference.

We are aware that cost of telephone and gas mileage and postage will become operational expenses for you in the second program year. We intend to request through proper channels that $1,000 to cover these costs be allotted each participating high school. Because both Dr. Hall and the Board of Trustees, and the community, have endorsed this program and because the District is accepting the funding, committed to transference, we are confident that the request will receive positive consideration.

We of J.L. Mann's EBCE staff hope that this proposal is acceptable to you. We believe that we have a program which meets the needs of students and can be exciting to a school community. We hope we have come up with a feasible transference package.

Perhaps within ten days we can have questions answered, any needed modifications made, and program approved so that we can begin immediate preparation.

cc: Dr. William Stubbs
Mr. Bill Kendall
Dr. Norman Mullins
Ms. Helen Smalls
Mr. O.R. Cothran
Dr. W.C. Brooks

ANNUAL OPERATIONAL COSTS PER PARTICIPATING VOCATIONAL SCHOOL
(Based on Enrollment of 40 Students Per Participating Feeder School)
Beginning with the School Year 1979-1980

b Title: b Description:	Cost	Rationale
udent Placement Coordinator - Perform vocational school and feeder school responsibilities of job placement - Identify and develop learning sites - Process feeder school's learning site placement requests	No Additional Cost	- Coordinator is presently employed at each vocational education center in a position involving community contact. - Student Placement Coordinator will work closely with Career Education Coordinator in developing sites as a trade-off for job placement assistan in the feeder school.
Telephone	No Additional Cost	
Mileage	No Additional Cost	

ANNUAL OPERATIONAL COSTS PER PARTICIPATING FEEDER SCHOOL
(Based on Enrollment of 40 Career Education Students)
Beginning with the School Year 1979-1980

Title: Description:	Cost	Rationale
h School Career Education Coordinator Perform career counseling activities for C.E. students Coordinate learning site placements with Student Placement Coordinator at vocational school Develop students' learning-site schedules Monitor students' learning-site activities Award social studies grade and credit for learning-site activities Cooperate with Student Placement Coordinator in job placement of any feeder school student Coordinate early dismissals for all students at feeder school Perform career counseling activities for all students at feeder school	Cost to be dedicated to ADA allocation* *Based on 9-1/4 month contract. We recommend a 10-month contract.	Proposed Schedule: (for purposes of allocation) Hour: 1. Main School — Load 30 2. Main School — 30 3. Planning — -- 4. Lunch — -- 5. C.E. Monitoring — 30 6. C.E. Monitoring — 30 7. C.E. Counseling/ Job Placement — 30 TOTAL — 120
Mileage	$300 estimated	
Telephone	$270 base rate	
lsh Teacher	Cost to be dedicated to ADA allocation	Proposed Schedule: (for purposes of allocation) Hour: 1. English — Load 30 2. English — 30 3. English — 30 4. Lunch — -- 5. C.E. English — 30 6. C.E. English — 30 7. Planning

APPENDIX B

Dissemination

DISSEMINATION PLAN - EBCE

1. Describe Product:

Experience-Based Career Education (EBCE) is designed to help bridge the gap between classroom and community by combining learning activities outside and within the school into a balanced, comprehensive program. The community is analysed as a learning resource, and external student experiences are then carefully planned, supervised, and evaluated. Students continue to study subjective matter normally taught in the classroom, but practical application of academic discipline in the workaday world are integrated into these subject areas.

EBCE at J. L. Mann High School contains three specified components: (1) community learning experiences, (2) academic study, and (3) guidance.

In the Exploration Phase of Mann's EBCE program, students participate in community learning two mornings per week, exploring careers in cluster areas. Students learn through direct experiences with actual job tasks and facts they encounter; they learn from the community's working adults and they learn by doing, assessing a variety of jobs in relation to themselves. As they confront real-life problems, they see a need to learn more academically. They receive academic credit for this component.

In the second component, students participate in their normal academic program during the remaining three days per week, with classes scheduled modularly so that they do not fall behind in work toward credit for a state diploma. Improvement in basic skills is stressed in these classes and community experiences are integrated into curricula as feasible.

Guidance is provided as the third component. During two hours of group guidance weekly, students are encouraged to articulate their experiences in relation to their personal aptitude and values.

Thus the Exploration Phase of EBCE at Mann is balanced and comprehensive. It is designed to meet the full cross section of students, both high school terminal and college bound; for all students will be expected to enter the world of work.

EBCE appears particularly applicable to the student who is ready to challenge "book learning" against the "real world" -- who has only vague notions of what happens outside the classroom, and who would like to learn through direct experiences.

The student who completes the Exploratory Phase may find that he is ready to test a tentative career choice. At this point he

may participate in an individually designed Career Specialization to gain more specific information. The Specialization has four criteria: (1) increased academic knowledge, (2) improved basic skills, (3) recognition of career development skills, (4) development of job survival skills. Guidence again is integral.

II. Our Position:

We at J. L. Mann High School are strongly committed to the success of our EBCE program. We are convinced it will prove to be a basic approach toward better motivation, and hence, better preparing our students.

At this early date we have no specific evaluation data to validate the impact of EBCE at Mann. We can, however, observe several trends: That students are enthusiastic about the program is apparent. Regular attendance is an indicator. By the end of this grading period, we will be able to project a significantly higher ADA for our students in contrast to their first semester ADA. Lack of classroom discipline problems is an indicator. There is a carryover of motivation from the community work to the classroom. ARC teachers observe this growth in maturity. Guidance counselor note that students are analysing their experiences in relation to their own aptitudes and values.

Student comments are a further indicator of enthusiasm. Typically, the EBCE student says he/she "looks forward to coming to school." He/she is anxious to share his/her experiences with teachers, peers, and family. He/she is encouraging peers to enroll next year. His/her family is developing sipport for the program.

III. Objectives for Dissemination (see attached).

IV. Activities for Dissemination (see attached).

V. Implementation of Dissemination Activities (see attached).

VI. Determine Impact of Activities.

VII. Review and Revise.

1977-78 DISSEMINATION

Objectives

I. Develop and sustain interest of program advocates
II. Deepen community awareness of EBCE concepts
III. Initiate awareness outside this community
IV. Develop products for dissemination.

Objectives 1978 - 1979:

I. Develop transportable program description
II. Develop transportable management description
III. Transfer program to three or more district high schools (including J.L. Mann)
IV. Cooperate with state career education consultant in statewide dissemination
V. Continue 1977-78 objectives as warranted

Dissemination Activities

1. Member Advisory Committee for development of State Plan for Career Education. Chairman of Writing Subcommittee for same.
2. Member CETA Youth Advisory Committee, Greenville County.
3. Respondant to many written requests for program information.
4. Other activities in chronological order:

September 21 & 22	Site visit by Highpoint, N.C. EBCE staff
October	Seminar on Career Guidance by EBCE staff on successive Mondays for district staff; product distributed.
October 12	Presentation, Simpsonville Rotary Club
November 28	Presentation, Textile Executive
November 28	Sex-Stereotyping workshop sponsored for district staff.
November 29	Experiential Career Education workshop for community people sponsored co-jointly with Chamber of Commerce.
January 24	Presentation for district administrators co-jointly with community and student participation.
February 2 & 3	Site visit by Jack de Sanctis, Huron Institute, Boston, Massachusetts
February 8	Site visit by educators from Charlotte-Mecklinburg District, N.C.

February 16	Participation in State Department Educational Fair
March 8 & 9	Site visit for evaluation to Mobile, Alabama, EBCE with Ms. Ellen Lyles, O.E.
March 13	Site visit by Federal Curriculum Specialist, Spartanburg, N.C.
April 3	Site visit by Writing Subcommittee
April 6	Appointment with District Superintendent to discuss forthcoming school board luncheon and transference.
April 11	Site visit by Wando High School teacher and Executive Director, Trident Work-Education Council, Charleston, South Carolina.
April 17	Presentation at District principals' meeting
April 25	Exchange of ideas with Title IX counselor, Furman University.
May 5	Presentation for Board of Trustees co-jointly with community and student participants.
June	Workshop "Women and Management" sponsored co-jointly with Staff Development for District Administration and principals.
July 13	Presentation to Clemson University class.
July 17	Appointment with State Senator Harry Chapman, Chairman Education Committee and member Governor's Task Force Commission on Career Education
July 28	Presentation before district Gifted and Talented workshop
August 8	Presentation co-jointly with community participant to Board of Trustees
August 18	Appointment for consultation by Fine Arts school staff, district
August 30	Appointment for consultation, district Guidance Consultant

TV Publicity

October 6, 1977	NBC - TV, Greenville, S.C.
January, 1978	NBC - TV, Charleston, S.C.

Mission Al-Script
December 16, 1977
Vol. XIII No. 6

Excitement in school? That's crazy, or so it seemed, until I got into the EBCE program. The first day in the community I was skeptical--and scared! What would the people think of me? How would I act? What would I say?

Then, at the end of my three hours, they couldn't get me to leave. I was paged and didn't hear them--I had become involved! That first day back no one could stand me! I talked endlessly about whom I saw, what I did, and things I saw. No one had a chance to respond because I had too much to say.

Each instructor was different, each site was new to me, and each was exciting. I didn't realize how much I was learning; I just knew that experiencing new things was better than reading about them. I saw and felt the tension of deadlines, the pressure of clients, the fast pace of production, and the repitition of daily tasks. Seeing left an impression with me that reading never could.

That first day ended but every other day was just as good. Whether the site was dull or exciting was not as important as the fact that I could find all these things out first hand.

Excitement in school? I went ten years without finding out that school could be more than a dull day behind the same 'ole desk. EBCE has made the hours behind the desk worth it, because I know now I'm not just working, I am working toward something.

EBCE recruits for second semester

Ask a student why he is taking Algebra I and the answer is apt to be, "So I can take geometry." Or,

"Because my adviser signed me up" Or,

"Because I need a math unit."

These answers, however, do not come from the EBCE student. He will tell you, "I'm taking Algebra I to be better prepared for adulthood."

Let us share a few current EBCE projects.

Mary Blake is taking two math classes this year because she plans to work with computers. Mary is presently interning in a computer center and already has an offer of a summer job at the center.

Elizabeth Kelly takes every math class she can because she will be a CPA. After her internship, Elizabeth was offered a job in an accounting firm during every summer of her college career.

Tommy Airline has the promise of a job as a meat cutter because he was an EBCE student at Ingles. Jim Hawkins is trying to sell Metropolitan Life on his capabilities as a computer trainee after his graduation.

Kay Bender, Ken Flournóy, and Mike Roberson are combining talents to produce and direct an early morning show for WFBC-TV. Leslie Goulet and

cont'd pg. 2

Vol. 4 No. 3

Nov. 18, 1977

Patriot News

J. L. Mann
High School

EBCE cont'd

cont'd from pg. 1

Bessie Clay are designing windows and Christmas displays for Belks. Brig Spearman, Brent Clinkscale, Jenni Glenn, Darrell Anderson, and Poochie Floyd just finished a mock trial at the law firm of Wyche, Burgess, Freeman, and Parham.

Obviously EBCE students are not just sitting back and wondering what's happening. EBCE students are out in the real world making things happen.

This month we are signing up students for the second semester of EBCE. Over 50 businesses are cooperating with the program, so we can place an individual student in one of more than 250 jobs. Parents, encourage your student to discuss his career goals with the EBCE staff.

Students receive work previews

By CYNTHIA SPIGNER
Piedmont Staff Writer

Several students at J.L. Mann High School are getting a sneak preview of the working world.

They are involved in a federally funded career program, Experience Based Career Education, which allows them to work with professionals. The students also get academic credit for participating in the program.

"The business community is very supportive of the program," said Alice C. Badenoch, EBCE coordinator.

Mrs. Badenoch was confident that the success of the program would ensure its adoption in other schools.

Of the 61 students currently in EBCE, all but two who wanted jobs found them.

"The best part about it is that businesses are under no obligation to hire the students, they do so because they like the student and appreciate his or her potential," she said.

The program, which has been offered three semesters, begins with an orientation explaining the goals of EBCE. Students are allowed to choose several jobs they would like to know more about.

The jobs, including newspaper work, hospital training and mechanics, are from 400 fields throughout the business community.

An exploration period lasting for nine weeks follows. The student visits the jobs he has chosen for six hours each week.

At the specialization phase, the student is given the choice to follow up a job he has visited or pursue something else.

Prescilla Walker, a junior at J.L. Mann, was one of the students who got a job through the program.

Miss Walker, who said she learned "a whole lot" working at the Greenville Piedmont last school term, will be working for the Greenville News this summer as a copygirl.

An honor student, she added that she does not want to become a career journalist, but it was interesting, and she enjoyed her work.

Mrs. Badenoch said the program allows a student to realize that what he thinks he wants may not be what he really wants.

She said the school received a three-year, $130,000 grant to start the program. However, she said the actual cost to operate EBCE after it is begun is close to that of financing a regular class. And, she added, the benefits are more rewarding to both the student and the business community.

Mrs. Badenoch said the school is working to get the school district to handle operational expenses when the federal grant expires next year.

The likelihood of the program transferring into other schools is still being debated.

"We have given high school principals the choice of looking at the program and deciding if it would meet the needs of their students," said Norm Mullins, southeast area assistant supervisor.

"If it looks OK to them, then they can implement the program at their schools," he said.

Project helps youngsters find part-time work

By GIGI MOSES
Piedmont Staff Writer

Schools began absorbing non-academic duties long ago.

Breakfast. Lunch. Health. Vocational training. Transportation. Social activities.

Alice Badenoch wants school systems to take on one more duty: Help youngsters get part-time jobs.

"This is the logical thing," explains the J.L. Mann High School staffer.

"We're not educating people to be educated. We're educating them to work. Helping students get part-time jobs could be part of the educational process."

Mrs. Badenoch is project coordinator for EBCE — Experienced Based Career Education — a federally funded careers pilot program.

EBCE, funded with $400,000 over a three-year period, places students part time in businesses during the school year.

They get regular academic credit but no pay.

The program's track record is good: Of the 50 students in the program, all who wanted summer jobs got them.

Through the connections of the program. Through the experience gained in EBCE.

And half those were minority youngsters — a group unemployed twice as often as whites.

EBCE offers coaching in work values, poise, and provides bonuses like transportation — all of which low-income youngsters are often left without, Mrs. Badenoch says.

"If I can get a kid so he shakes hands with you and looks you in the eye, it makes all the difference in the world as to whether he gets a job."

She primes them on behavior, coaches them on proper dress before they go into a business.

"If your father works in a factory, why would you know how a banker dresses?" she asks.

EBCE also replaces the often-important community connection that low-income teenagers lack.

"If you're middle class and come from a home where your dad knows a lot of people, he can get you a job.

"And you probably have enough experience in social situations to know how to meet people.

"I've counseled black college graduates. Even they need more help on how to begin."

Black youngsters also need extra coaching to overcome an image problem.

"Everybody thinks his own kind is best. An ice cream place is going to hire a cheerleader type, not some black kid."

"Low-income kids appear to be more of a risk."

Low-income teen-agers not only need twice the help to get a job, they often need the job twice as badly, says Mrs. Badenoch.

"Your really low-income kid, if he doesn't have a job, he doesn't have money to go to school. Public school these days is really expensive. It's the extras that cost, but those are important to kids."

Concentrating job-help programs in high schools instead of in regular government centers enables the staff to work more closely with the youngsters, Mrs. Badenoch says.

"Schools have an outside advantage that agencies don't have. We know the student. We know the neighbhorhood they came from. And the student doesn't need transportation to come see me like he would to see Job Service.

"Transportation problems often prove impossible for the low-income youngster." she says. "Buses just aren't designed to get people to work. You've got to get them a job in their own neighborhood."

And the importance of that summer job lasts long after September, says Mrs. Badenoch. A successful work record primes youngsters for the future, she says.

"There's no doubt: A kid who can hold down a job in the summer is apt to move into a more successful career as an adult."

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—George W. Gardner

Michael Dawkins works at a muffler shop during the summer

. . . he hopes to be a mechanic after graduation

Teen 'lucky' to get summer job

By GIGI MOSES
Piedmont Staff Writer

Michael Dawkins talks like a 17-year-old who's streetwise to being out of work.

He knows about it mostly from his friends who end up "just hanging around street corners and getting into trouble" during hot summer months.

Michael's been lucky.

Last year his cousin, a busboy at a steakhouse, landed Michael a job clearing dishes for $60 a week.

"We really worked hard and got paid nothing," says Michael.

This summer a "lucky spot" in a federally funded careers program at J.L. Mann High School netted him a better connection.

For $120 a week, Michael installs mufflers and shock absorbers, unloads trucks and does "just about anything" at Midas Muffler.

He works six days a week, from 8 a.m.-6 p.m.

Michael thinks he'd like to be a mechanic, so he figures the job is more important than that $120 a week.

"It'll help me later, and let me know if I want to do this or not."

Michael gives his mother about $20 a week and puts the rest in the bank — toward a car.

He's the only one of the five children who works. Three of them are too young and one attends Greenville TEC. His mother operates machinery for a textile equipment company. His father is a line supervisor.

After high school graduation next year, Michael hopes to go to Greenville TEC to learn mechanics and to get a job.

The summer job and the tips he's been given at school will help, Michael believes.

He says some kids are exactly what employers sometimes expect them to be — lazy and irresponsible.

"You have to prove to them you're not like that. Like you can't slouch, or use slang."

Michael says a lot of the trouble with getting a summer job "is just that you're young."

He's not sure, or not willing to say, how much of the problem has to do with being black.

But teenagers often make "fatal" mistakes when applying for jobs, Michael says.

Like not filling out the application blank properly.

Or "little things" such as not carrying Social Security numbers, not having a pencil or pen handy, not being on time.

"And some people," says Michael, "don't know how to dress."

A teacher at Michael's high school coached him about those points, even going so far as to help him practice filling out application blanks.

"I didn't know half of it," says Michael.

Agencies join war on unemployment

This is the second of a three-part series on unemployed young blacks — how serious their problem is; some possible causes; and how government, the business world and blacks themselves are working toward solutions.

By BRENDA PASCHAL
Piedmont Staff Writer

Both public agencies and private employers have joined the war against young black unemployment.

Spurred by federal mandates of "equal opportunity" and "affirmative action," employers are seeking, training and promoting the blacks who have long been caught up in the cycle of economic disadvantages, unemployment and lack of education.

Government sponsored programs such as CETA — Comprehensive Employment And Training Act of 1973 — work both to encourage employers to hire the disadvantaged and to help potential employees ready themselves for opportunity.

Mary Choate, deputy director of the Manpower Division of the Governor's Office, said the percentage of blacks in CETA programs range from 44 percent in some programs to 90 percent in others.

Ms. Choate said the various CETA programs reimburse employers for training costs; offer public service employment; fund classes in technical schools; and pay disadvantaged people minimum wages on public payrolls to give them work experience before seeking permanent jobs.

Bill King, manager of employment and training with the National Alliance of Business in Greenville, believes many of the goverment programs have focused too closely on the adult world.

"Youth was kind of left out," he said. "I feel like if we'd had emphasis on youth when these programs first started we'd be a lot better off than we are today," King said.

"These (young people) are going to be the people who will possibly be sitting in Washington running the country or in city hall running the city," he said.

Part of the reason for ignoring youth, he said, has been that people can't justify a real concern for unemployed youth — black or white.

"If you look at employment, as far as need goes, there really hasn't been a 'need' since World War II. We've always had enough adults to fill the jobs.

"Society has looked at youth and said they don't have a need, that the youngster would be taking a job from an adult who needs a job.

"They forget a job may help the youngster decide what career he wants and a job may give him a little bit of responsibility."

It's possible, King said, that a few youngsters need jobs to help their families financially or to have money to go back to school.

"But you have kids whose parents provide all the necessities and a car. They grow up not learning responsibility, not learning how to work and how to get along with people at work."

King said high school vocational programs give students an advantage in the job world.

And vocational schools give disadvantaged blacks the experience and vocational training they otherwise might miss.

The Greenville County school district has three vocational schools with a fourth set to open this fall. According to school officials, black students last year made up 31 percent of the student body at Enoree Vocational Center, 35 percent at Foothills and 38 percent at Donaldson.

King said every student's education should include learning about personal hygiene and what employers expect of their workers.

As King noted in a report written last fall, "For most youth, growing up in America today has meant prolonged dependence, isolation from the real world, being kept out of the labor market, and being held in an aging vat called school.

"In a period of widespread adult employment, youth employment has been given a very low prioity," he wrote.

In addition to the CETA program, public service jobs, training programs, job counseling and employer initiative programs are available to help the unemployed.

CETA's budget in South Carolina for fiscal 1978 will be about $120 million, Ms. Choate said.

The bulk of the money is spent for 11,000 public service jobs.

Coming Wednesday

Some blacks "make it" in the job world despite economic and educational disadvantages. But for most, the cycle of being uneducated, unemployed and economically disadvantaged is hard to break.

Statistically, young blacks are twice as likely to be unemployed as their white competition. Federal mandates have inspired some changes in minority hiring practices but as one black said: "Laws won't change attitudes."

A series of stories begins Wednesday, which takes a look at the situation and the attitudes of business, youngsters about to enter the job world and young adults who have succeeded.

Several factors blamed for black unemployment

This is the first of a three-part series on unemployed young blacks — how serious their problem is; some possible causes; and how government, the business world and blacks themselves are working toward solutions.

By BRENDA PASCHAL
Piedmont Staff Writer

Most of the youngsters crowded into the Greenville waiting room were black.

They also were unemployed, a condition that — according to statistics — isn't unusual for young blacks.

The scene was the office of the Summer Opportunities for Youth Committee:

Warm bodies dressed in cutoffs, tennis shoes, haircurlers;

A few wearing neat slacks and sweaters;

Young faces tired, sweaty, bored, resigned;

A few alert and interested.

The walls of the cramped office featured posters and newspaper clippings — some encouraging, some discouraging — for the teenage job applicants.

Local statistics aren't available to show just how bad unemployment is for young blacks, but Job Service officials say Greenville's picture is probably a lot like the national picture.

Nationally, the Bureau of Labor Statistics has found young black unemployment is about double young white unemployment.

The national figures show whites aged 16-19 have a 14.6 percent unemployment rate while nonwhites aged 16-19 have a 35.3 percent unemployment rate.

The reasons behind young black unemployment are often vague, but a hard cold fact is that the ratio of black-white unemployment carries over into the higher age groups.

The Bureau of Labor Statistics found white men over age 20 had an unemployment rate of 3.6 percent compared to black men with 8.8 percent. White women's 5.1 percent unemployment rate compared to 10.5 percent for black women.

In the Greenville-Spartanburg-Pickens area, Job Service applicants as of April 30 were 65 percent white and 35 percent minority.

Of the total applicants, 9 percent were under age 20. Of the minority applicants, 13 percent were under age 20.

Of all Greenville County applicants, 27 percent were economically disadvantaged. Seventeen percent of the white applicants were economically disadvantaged while 45 percent of the minority applicants were economically disadvantaged.

Economic disadvantages — the disadvantages that come with being poor — have long been blamed for the chicken-and-the-egg situation of poor, unemployed, uneducated blacks.

They have economic disadvantages because they are unemployed or underemployed. They're unemployed or underemployed because they're uneducated. And they didn't get an education because they were economically disadvantaged.

Until somewhere in the successive generations a black wins a scholarship or begins to make a little money and is able to break out of the cycle.

Youngsters whose mothers stay home, surviving on public assistance, have a disadvantage beyond being poor, said Bill King, manager of employment and training with the National Alliance of Business.

Statistics show that more blacks than whites come from one-parent, welfare-supported families.

"They have seen no work performed and yet there's still food on the table," King said.

"They don't know what it means to get up by an alarm clock, what it means to go to work and take home a paycheck.

"What can you expect of kids who don't know what it means to work?" he asked.

Part of the problem, according to some analysts, is that employers don't expect much of those people.

King said a number of employers have had bad experiences with young black employees, "but the majority of employers will bend over backward a number of times" before they give up hiring blacks.

Part of the "bending over backward" may be because of government pressure to hire and promote minorities.

A young black woman said being hired in the early '70s was made easier because of her race and sex.

"They got to use me twice" as affirmative action statistics, she said. Being poor does make it harder for blacks to succeed in life, she said.

"I didn't get to participate in all the extracurricular activities at school. That hurts. After a while, you just quit trying."

Another professional black said he didn't want to be quoted for fear of being misunderstood.

"I hate to say it but many blacks aren't qualified," he said.

"The fellow on the street — he can get a job but he can't deal with the pressure. The hard-core unemployed resents the pressure more than somebody else would."

The pressure is greater on a worker who isn't qualified for the job, he said, whether the worker is black or white.

A little criticism and the worker who isn't motivated and doesn't expect to succeed has walked out on the job.

One black said motivation is a problem for young blacks facing the job market. Many young blacks aren't motivated because "'motivation is something that's built in or developed in the growing years" when many young blacks aren't exposed to ambition and a desire to succeed.

"Most whites have connections," one black explained. "We didn't have anybody. If your mother was a teacher, it helped."

Another acknowledged that the road to success may be a hard one for blacks but "the future will be a lot better. As blacks become more adjusted and qualified, it will be a lot easier for them in jobs," he said.

Experience Based Career Education

April, 1978 Newsletter

WHICH WORKER ARE YOU ?

The painter Ben Shahn tells the story of the 13th century traveller who met three men pushing wheelbarrows. He asked in what work they were engaged, and he received the following answers:

The first said, "I toil from sunup to sundown, and all I receive for my pains is a few francs a day."

The second said, "I am glad enough to wheel this wheelbarrow for I have been out of work for many months and I have a family to support."

The third said, "I am building Chartres Cathedral."

EBCE students will build cathedrals. The objective of the EBCE program is to guide students toward career goals which match well with aptitudes, talents, and interests they have themselves identified. Thus EBCE students will find pride and dignity in their work.

Education is working at J.L. Mann

COMMUNITY ENDORSES...

Approximately 100 employers in the Greenville area are providing over 400 different jobs for J. L. Mann students to "explore" in industries, businesses, and agencies. The EBCE student may explore careers in law and justice, health, engineering, communications, computer science, small business --- you name it --- if the job exists in Greenville County, some employer stands ready to open his doors to a J. L. Mann student seeking career exploration.

Why this enthusiastic reception of career education by the Greenville business community? There is no question that it costs the business community money in terms of the use of valuable resources --- the staff, the machines, and the time devoted to Mann students. What do these businesses get in return for this investment?

Mr. William R. Merritt, President of FIDELITY FEDERAL SAVINGS AND LOAN ASSOCIATION, states that he believes business and industry has an obligation to the student and the general public to do all in its power to strengthen the free enterprise system through the field of education and that Fidelity Federal is "completely sold on the EBCE concept" as a means to this end.

"We believe," says Mr. Merritt, "that business and industry must take a positive step to assure a complete understanding and thus a continuation of our free enterprise system. We believe that the best educational vehicle for this is the EBCE program which allows the student to become actively involved in business and industry at a working level...

The School District of Greenville County
Greenville, South Carolina
Dr. J. F. Hall, Superintendent

"It is impossible for (the student) to be a part of the business community without beginning to form an understanding of the system."

James C. Scott, Vice-President of MARSHALL & WILLIAMS CO., has another viewpoint of what business gets in return for its investment in EBCE. "The EBCE program," says Mr. Scott, has the potential of becoming one of the best vehicles for mutual student-community benefit that I have seen...

"While the benefits which accrue to the students are obvious, the experience we have had at Marshall & Williams shows a latent benefit which was unexpected: the feeling of importance, satisfaction, and accomplishment which our employees have expressed as they have become involved with the EBCE students. Although we as managers all realize the importance of positive 'strokes' or affirmation to our duty to award them, by showing interest and learning, the EBCE students are literally showering the employees with affirmation. The employees also get a good feeling about the company fulfilling its corporate citizenship responsibilities by its program participation."

The GREENVILLE HOSPITAL SYSTEM has provided multiple job explorations for EBCE students in every phase of health careers. Hospital spokesman, Miss Mimi Collier, an Administrator in the Community Affairs Division, states that the Greenville Hospital System perceives the EBCE program as "mutually beneficial." Miss Collier describes EBCE as "certainly a great learning experience for the students," but further states that EBCE "also helps the hospital system by stimulating interest in health careers, by increasing the knowledge and understanding of our efforts, and by giving us the opportunity to contribute to education."

PARENTS ENDORSE . . .

A parent and also a community resource through the PHILLIS WHEATLEY CENTER, Mrs. Barbara Clinkscale describes EBCE as a program which has given her son "an opportunity to see, as well as function in, areas of the business world which he could not otherwise have gained access to." As a result, her son is "now able to communicate with ease and poise" and is well on the way to maturity.

Mrs. Michael Bender says that "as a parent, I have seen a sixteen year old, middle child grow...blossom... into a mature young lady, able to meet the public and to cope with the real workday world in a way which belies her years."

WHAT IS EBCE?

EBCE is a program in Career Exploration & Internship at J. L. Mann High School, open to all students in grades 10, 11, & 12.

EBCE offers its students the opportunity to venture out into the community of Greenville to sample at first hand from more than 400 varying jobs, testing their own skills and matching careers to personal interests.

EBCE provides its students with guidance in job planning, self evaluation, and decision making. Guidance sessions help students make the work experiences meaningful in relation to themselves.

EBCE blends academic learning in the classroom with experiences in the world of work. Adults in industry and business take pride in working with students. EBCE students are realistically motivated to learn.

EBCE is a project funded by the Office of Education to demonstrate this realistic and basic approach in education to other schools and school districts across the state.

STUDENTS LEARN...

EBCE Makes the future look good.
Brantley Wooten

Midas is well known for mufflers and shocks, but I think they should be well known for their courtesy toward their customers.
Robert Dawkins (MIDAS MUFFLER SHOP)

Mrs. Moore told me they were going to put a pace maker in the man's heart and she had to take X-rays during the surgery. I watched on the X-ray screen as the surgeon made a small cut above the collar bone and inserted a tube through the artery.
Barbara Graham (GREENVILLE HOSPITAL SYSTEM)

The routine of an investigator is very different from those you see on TV. It's not as easy as it looks! It consists of going to the jail house, interviewing the inmate, making telephone calls, interviewing witnesses, and getting useful information.
Stephanie Chappell (PUBLIC DEFENDER)

I remember the first time I ran the sorter. I put the IBM cards in the sorter to get them in numerical order. I didn't get the cards quite straight and the sorter made the most horrible noise I've ever heard. It took forty-five minutes to un-jam it. They tell me you have to learn by your mistakes. Believe me, I haven't jammed it again.
Mary Blake (SCHOOL DISTRICT OFFICE)

I worked with a reading group making a book. Each child made his own and we really made a BIG mess. Oh well, we learn from messes! Right?
Laura Waters (SARA COLLINS ELEMENTARY SCHOOL)

Excitement in school? I went ten years without finding out that school could be more than just a dull day behind the same old desk. EBCE has made the hours behind the desk worth it, because I know now I'm not just working, I'm working towards something.
Kay Bender (GREENVILLE NEWS-PIEDMONT)

Mr. Daker gave us applications to fill out, then called us into his office one-by-one for interviews as if we were applying for jobs.
Walter Brown (HARRISON ELECTRIC)

One patient was a poodle who had been poisoned. WE SAVED HIM! We put him in the incubator and turned the heat way up. The next day he was much better.
Sandra Black (DR. HOWELLS)

Larry told me his job involves pressure and that this causes him to do a better job. That impressed me because I too work better under pressure.
Kay Bender (WFIC-TV)

Confidence was the owner's main ingredient to success, along with making customers feel welcome.
Roy Cook

Before EBCE, I thought nurses were all the same: they wore white uniforms and stuck a thermometer in your mouth. Rehabilitative nursing is different. Some rehab patients have no hope of getting better. This specially trained nurse gives a reason for trying to make the best of a situation. Imagine the patience it takes to persuade an elderly patient to eat; yet to eat brings her out of depression. Imagine the joyous reaction when a teenage patient says his first words after months of treatment. My rehab experience was inspiring. Thanks.
Kenny Bridwell (Written for House Organ of GREENVILLE HOSPITAL SYSTEM)

EBCE Students and staff take this opportunity to thank the many industries, businesses, and agencies in the Greenville community who have invested so tremendously in this educational program. We appreciate the time and interest provided by you and your employees. We know that because of you, EDUCATION IS WORKING at J. L. Mann.

AAA World Travel Agency
Addressograph-Multigraph, Inc.
Alpert, Dr. Richard, DDS
American Monorail, Inc.
Appalachian Council of Governments
Arnold Opticians
Bache, Hollsey, Stuart, Shields, and Company
Beck Middle School
Belk-Simpson Department Stores
Burger King
Chandler, Dr. Jack, M.D.
Circuit Solicitor's Office
Citizens and Southern National Bank
City of Greenville Police
Community Council
Daniel International
Family Counseling Service
Fidelity Federal Savings & Loan Association
Gaulden, Joan, Interiors
Givens Youth Correctional Center
Greenville, City of
Greenville, County of
Greenville County Court System
Greenville County Health Department
Greenville Hospital System
Greenville News-Piedmont
Greenville Urban League
Hall, Dr. Morris, DDS
Harrison Electrical Constructors, Inc.
Henderson Advertising Agency
Hill, Dr. Willie, DDS
Holiday Inns
Honeywell, Inc.
Howell, Dr. Joseph, DVM
International Business Machines
Jervey, Dr. E. D., Ophthalmologist
Keys Printing Company
Legal Services
Leslie Advertising Agency
Liberty Life Insurance Company
Litho Services
Loebe, Rhoades, & Hornblower & Company
Loom Products Corporation
J. L. Mann High School
Manpower
Marshall and Williams, Inc.
Metropolitan Life Computer Center
Midas Muffler Shop
Mini-Skool, Ltd.
Mitchell & Joe, Attorneys
Nicholtown Center
Phillips Fibers, Inc.
Phillis Wheatley Center
Po' Folks
Police Service Bureau
Public Defender's Office
Ryder Truck Rentals, Inc.
Sara Collins Elementary School
School District of Greenville County
Sheriff's Department
J. E. Sirrine Company
Snelling & Snelling
Southeastern Kusan Company
South Pleasantburg Nursery
Star-Astro Bowling Center
Theodore Accounting Service
Union Carbide Company
U. S. Life Credit Corporation
U. S. Packaging Corporation
Wells, Dr. J. A., Orthodontist
WESC-Radio
WFBC-Radio
WFBC-TV
Woven Electronics, Inc.
Wyche, Burgess, Freeman & Parham

For Additional Information:

Project Director – Dr. William Stubbs
Project Coordinator – Alice C. Hadenoch
Community Resource Coordinator – Bill Kendall
Guidance Counselor – Helen Smalls

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EBCE Thanks also these firms who have provided part time jobs to EBCE and to other J. L. Mann students.

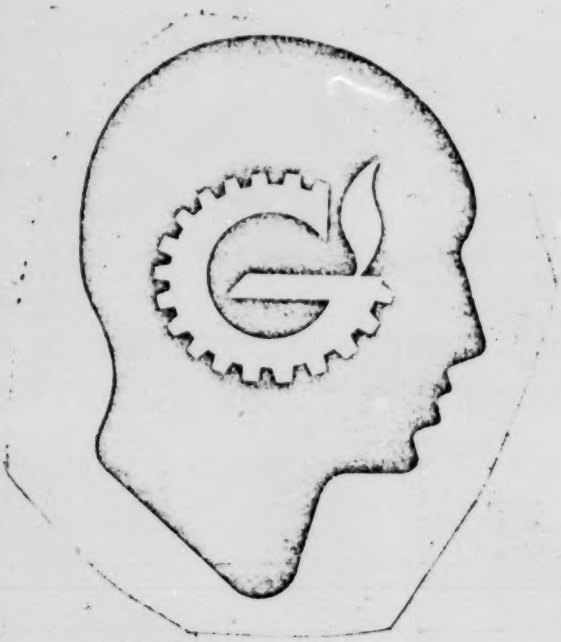
Belk-Simpson Department Stores
Bi-Lo
Chick-Fil-A
Clemson University
Goldsmith Insurance
Greenville Hospital System
Greenville News-Piedmont
Holiday Inn
Hungry Bull
Kentucky Fried Chicken
Martin's Greenhouse
Midas Muffler Shop
Po' Folks
Rhodes Furniture
School District of Greenville County
Sitton Buick
Southeast Services
Stone Manufacturing Company
Taco Cantina
Theodore's Accounting
Wendy's
WGGS-TV
Wicke Lumber

The School District of Greenville County
J. L. Mann High School
61 Isbell Lane Greenville, South Carolina 29607

Non Profit Org.
Permit #939
Greenville, S. C.

Experiential Career Education

SEPTEMBER, 1978 NEWSLETTER



Education is working at J.L. Mann

EBCE - AN ONGOING PROGRAM:

The 1978-79 school year is the third and final year of federal funding for J. L. Mann's Experience-Based Career Education (EBCE) program. During the funding period, the EBCE staff has developed a program which meets the needs of Mann High School students and receives the support of the entire school community.

One Mann teacher has said, "I can recognize the EBCE students when they walk into my classroom. They are the ones who come in, sit down, and get to work."

Because EBCE has been so well received, Dr. William Stubbs, Principal, is taking steps this year to incorporate the program into the school's mainstream curriculum so that EBCE will be ongoing when funding runs out.

The School District of Greenville County
Greenville, South Carolina
Dr. J. F. Hall, Superintendent

OTHER SCHOOLS TO OFFER EBCE:

Martha Edwards will implement EBCE at Eastside High School in January. Ms. Edwards, an English teacher was on sabbatical from the District last year to pursue a guidance program at Clemson.

During the first semester, Ms. Edwards will spend her afternoons working closely with members of Mann's Staff to develop the program's guidance component and to solicit additional community sites for exploration. Ms. Edwards and Mann's Staff will soon be explaining the course to the Eastside school community. Ms. Edwards invites students at Eastside to start telling her now what career areas they may want to know more about so that she can line up the best possible sites.

Wade Hampton High School will also be implementing EBCE in January. A staff person will soon be appointed there; more details in the next newsletter.

SCHOOL BOARD SUPPORTS EBCE:

On August 8, Jim Scott, Vice President of Marshall and Williams, spoke before the Board of Trustees on behalf of EBCE. Mr. Scott is the father of an EBCE student, a community resource person, and a member of the advisory team which has steered EBCE through its formative stages. Mr. Scott voiced the business community's support of educational programs such as EBCE which bridge the gap between the school and the world of work. He showed a slide/sound outlining EBCE merits.

In response, Mr. Chappelear stated that he is seeking District recognition for the program through the National Association of School Board Trustees. Mr. Imholz noted that Metropolitan Life Computer Center has been impressed with student participation there. Dr. Kilgore and Mr. Younts noted that program students with whom they have had contact appear excited and motivated by experiences which moved them out of the classroom and into the working community.

football to think
but both, Brent Clink-
Floyd, plan to major in
finance in college.

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Birrine and law at Leather-
Todd, and Mann." Terry says
ortable" with engineering
found that the "assign-
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the working environment

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IS CONTAGIOUS:

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d Mann's EBCE slide/
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e shape ourselves. The
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Eleanor Roosevelt

STUDENTS OBTAIN JOBS:

As an outgrowth of the EBCE program, many Mann students have obtained jobs directly related to future careers.

During the past summer, Ennis Fant worked in the computer room at J. E. Sirrine. He participated in training programs for new employees and worked on actual computer assignments. Ennis, a rising senior, plans to matriculate at Clemson in some area of computer science. Ennis says, "Sirrine employees made me feel like one of them both professionally in the computer room and socially at the company picnic. I had a wonderful summer.

Also planning to attend Clemson in 1979, Pricilla Walker worked in the business department of the Greenville News-Piedmont and plans to continue there with a part time job this fall. Kay Bender will also be returning to a part-time assignment at the newspaper. Pricilla and Kay were solicited for employment at the newspaper last winter by Managing Editor, Mack Hill. Mr. Hill sought out these students because of their obvious commitment within the career program.

Ray White, who commenced part-time employment at Goldsmith Insurance Agency last spring, plans to continue there this winter. Elizabeth Kelly again spent her summer working at Theodore's Accounting. Elizabeth is matriculating at the University of Georgia this fall in business.

Paul Locke, a Pre-med freshman at Furman this year, had a summer job as an orderly in the Greenville Hospital System. Paul is assured a job during future vacations and summers. Five former EBCE students furthered their interests in health careers through summer employment in the Hospital System.

Walter Brown started to work at Harrison Electric the day after graduation in June. He had interned at Harrison as a draftsman and will be taking courses at TEC this winter with the cost assumed by the company. Mr. Shelton of Harrison and a Mann parent says Walter's a fine employee.

Wendell Wright has a full-time job at a printing firm as an outgrowth of his experience interning at Litho Printing with Mr. Roper, also a Mann parent.

Many other students obtained the more traditional student summer jobs because they became job-ready through the EBCE program. Our congratulations to these students who have already recognized that "education is working" and who are reaping a pay-off.

DID YOU KNOW THAT.....*

.....about 16 to 17 million persons work in permanent part-time positions and their number is growing.

.....liberal arts graduates have had a hard time finding jobs for the past several years, but the following employers are particularly receptive to liberal arts graduates: insurance companies, consulting and investment firms, department stores, banks, universities, government agencies, health care fields, chemical companies, and communications.

.....the median net income for full time real estate sales agents after one year on the job was $3400 in 1974. Adjusted for inflation, this would be only $4300 in 1977.

.....Mr. O. R. Cothran has recently been appointed Career Education Consultant for this District.

.....these are the growth careers of the future: computer programmers, draftsmen, electrical technicians, engineering and science technicians, computer operators, electricians, and welders.

.....the number of new teachers exceeds the number of available jobs by 115,000.

.....the number of women entering dentistry is up 46% over ten years ago.

.....the J. L. Mann EBCE program descriptor is to be used by the State Department as a basis for a Career Education credit, the first such awarded in the State.

DID YOU KNOW THAT.....*

.....10,470 women now have full ministerial credentials.

.....colleges and schools have begun a determined effort to halt the continuing decline in the study of foreign languages. Barely one-fifth of all high school grads have more than superficial exposure to any language other than English.

.....the field of shorthand reporting (courtroom) offers excellent job opportunities for talented persons willing to work hard to learn necessary skills. Certification usually requires a two year program. Salaries range from $10-$20,000.

.....5.5 million people in U. S. make a living selling. 25% are female. Average income is $22,000.

.....leading scientists are making bold plans to leapfrog into space and establish colonies. Their reasoning is simple. We are outgrowing Mother Earth and need to start sending people to live where energy and materials are abundant.

.....the travel industry has created jobs at twice the rate of the overall economy over the past 20 years.

*Career Statistics in Did You Know That.....are taken from July and August CAM Reports, Priam Publications, East Lansing, Michigan

CAREER EDUCATION ASSISTS WOMEN:

Helen Smalls, EBCE Guidance, together with Lillian Simpson, District Guidance Coordinator; Jacqueline Owens, Greer High; Ruby Whitmire, Northwood Middle; and Billie McGaha, Eastside, participated this summer in a career education course, jointly sponsored by the State Department and U.S.C., and designed to provide them with the guidance skills needed to counsel our students for the changing world of work. The course stressed, in particular, the changing role of women and how this change affects both men and women. These counselors are prepared to share their expertise with others in the District.

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Members of J. L. Mann's EBCE Staff are available to assist other schools who have questions about Experiential Career Education.

For Additional Information:

Project Director – Dr. William Stubbs
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The School District of Greenville County

J. L. Mann High School
61 Isbell Lane Greenville, South Carolina 29607

A PARENT'S DESCRIPTION OF THE EBCE LUNCHEON
HELD FOR AREA SUPERINTENDENTS
ON JANUARY 24, 1978

EBCE LUNCHEON

It was quite a gathering! Not your "usual PTSA"---not your "usual pat-'em-on-the-back luncheon"---not your USUAL anything! But then, that's EBCE---unusual, innovative, creative, expressive!

On January 24th, all the "elements" of the EBCE (Experience-Based Career Education) program came together to meld into a time of food, fellowship and fun! Beginning with lunch at one o'clock, the afternoon developed into a sharing of ideas, expectations and accomplishments of the fledgling EBCE program at J. L. Mann High School.

Three "community participants," Mr. Mac Hill, Greenville Piedmont; Ms. Mimi Collier, Greenville Hospital System and Mr. Jack Mahaffey, Family Counseling Services, expressed positive attitudes toward the usefulness of EBCE students in various work situations.

The students, in turn, delighted the group with recollections of their sometimes-humorous, always-practical introductions into the business and professional world. Students giving candid thoughts were Brig Spearman, Brent Clinkscale, George Gardner, Prescilla Walker, Mary Blake and Kay Bender.

Four of five Area Superintendents plus three Mann administrators provided input from a developmental and educational aspect. Area superintendents attending were Dr. Norman Mullins, Mr. Rudolph Gordon, Mr. Roy Greene, and Mr. Dewey Lemons. Dr. William Stubbs, Mrs. Carolyn Borders and Mr. Harold McClain represented the Mann administration. Mr. Hugh Chastain, district Career Education Consultant, was also present.

Interspersed throughout the informal agenda were comments from the EBCE staff. Mrs. Alice Badenoch, Coordinator, introduced Mr. Bill Kendall, who is responsible for Community Development; Ms. Helen Smalls, Guidance; Mrs. Marty Mathis, English; and Ms. Carolyn Bishop, Mathematics. Each gave tangible and specific goals, yet left no doubt that often the greatest accomplishment of the program was the growth of maturity and responsibility in the individual student. Other staff members, Mrs. Texas Baker, paraprofessional; and Miss Joan Yarbrough, secretary/assistant, were also introduced.

Two parents, Mrs. Bobbie Clinkscale and Mrs. Michael S. Bender, encouraged the students, faculty and administration to continue and expand the EBCE program.

BUSINESS INDUSTRY COMMUNITY EDUCATION PARTNERSHIP

1733 EAST 2700 SOUTH
SALT LAKE CITY, UTAH 84106
Telephone: 801-487-8276

April 9, 1978

Dear Mrs. Dadenoch:

As a key person involved in Career Education in your area, it is important to contact you.

BICEP is the recipient of a federal grant from the U.S. Office of Career Education to seek out programs that meet the following criteria:

a. The program is an on-going, coordinating, linking agency between schools and the community.
b. A major function of the program is career awareness, career exploration, career decision-making, or unpaid career training.
c. The agency assists in arranging interaction activities which include career resource people coming into the classroom and/or students visiting work sites.

The search is being made in order to compile and publish a National Guide which will describe linking agencies and indicate a contact person. It will serve as a means of program exchange among directors. Programs included in the National Guide will receive a copy of the Guide. Further exchange materials hopefully will be forthcoming.

We need your help. If your project meets the description given, we are anxious that others become aware of your efforts. Therefore, we request that you complete the enclosed questionnaire (which will take approximately 15-minutes) and return it to BICEP in the self-addressed, stamped envelope. Also, we will appreciate receiving a brochure describing your program and/or other project materials.

If your program does not fit the listed criteria, please complete and return the enclosed card. Further, we will appreciate your help in forwarding this material to anyone you know who is working with the type of program described.

Thank you for your cooperation. Your immediate response will be greatly appreciated.

Very truly yours,

Donald L. Wright

Donald L. Wright, Ph.D.
Executive Director
BICEP

RESOURCE:
Education
Evaluation
Development

IRENE R.Y. MAZER, Ph.D
LARKIN MAZER, M.Ed.

4605 N. 30th
Tacoma, Wa. 98407

June 8, 1978

Mrs. Alice Badenoch
J.L. Mann High School
61 Iswell Lane
Greenville, S.C. 29207

Dear Mrs. Badenoch:

A study is being conducted to examine the possible relationship of certain career and community education goals. These goals have been identified by prominent practitioners from each field. The perceived relationship of goals from the two fields as viewed by practitioners like yourself may reveal the degree of correspondence and should be helpful in the development of programs that more effectively employ resources, and promote expanded use of both fields. This research is under the auspices of Dr. David Santellanes of the University of Oregon and Associate Director of the Northwest Community Education Development Center. As a prominent and active leader in your field we are seeking your help with the study. Your name has been suggested by directors from state departments, and national/regional offices for career and community education.

In the Assessment instrument, goals were selected from recognized sources in each field, edited to reduce generic identity from certain key words, and then screened by experts in each field for the final list of 20 goal statements. Of course, these are only a partial list of the possible goals that may be applicable to both fields. Our intent is to determine the degree of relationship among these and the perception of respondents to these goals. Other goals could be examined in similar fashion in future studies.

We need your help in this research. In order to facilitate this study please fill out and return the enclosed form so that we may promptly forward the goal assessment for your consideration. This assessment instrument comprised of general information and the 20 goal statements, should take less than 10 minutes of your time. We will be pleased to send you a summary of the completed study.

Thank you for your interest and assistance in contributing to this study.

Sincerely

Larkin Mazer

M.W. Bodenhamer

June 22, 1978

OFFICE OF
THE SUPERINTENDENT

Dr. Joyce Cook
DHEW/OE/OAE
Room 5028
7th and D Streets
Washington, D. C. 20202

Dear Dr. Cook:

Our experience with EBCE at the J. L. Mann High School has shown that direct career experiences can be successfully built into an on-going curriculum. Anticipated results of this merger have not been disappointing. Students have been provided an in-depth examination of work environments while maintaining their level of performance in regular classes.

One unanticipated result in the area of public relations should be mentioned. Local business and industry leaders have come to know on a first-hand basis the quality of our students. And this, in turn, has led to expressions of further involvement and support of the program.

For these reasons, I am pleased to lend my support and assistance to the transference of the EBCE model to other district high schools.

Sincerely yours,

J. F. Hall
Superintendent

JFH/cke

cc: Dr. Norman Mullins

The School District of Greenville County
Box 2848 · 301 Camperdown Way · Greenville, South Carolina · 29602 · 803/242-5450

College of Education
DEPARTMENT OF INDUSTRIAL EDUCATION

CLEMSON UNIVERSITY

July 18, 1978

Mr. Bill Kendall
Community Education Coordinator
J.L. Mann High School
61 Isbell Lane
Greenville, S.C. 29607

Dear Mr. Kendall:

We are most appreciative to you for the presentation you made to our Career Education class on July 13th concerning the career education program at J.L. Mann High School. I am confident the class members will benefit from your remarks and the excellent slide-tape program you have produced to describe the innovative career education program you have at J.L. Mann.

Congratulations to J.L. Mann High School and the Greenville County School System for the leadership you are displaying in implementing career education.

Sincerely yours,

Verner Burkett

Verner Burkett,
Assistant Professor
Industrial Education Dept.

VB/psp

cc: A.F. Newton
Rudolph Gordon
Floyd Hall
Ellen Hayden

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July 18, 1978

Dr. J. Floyd Hall, Superintendent
The School District of Greenville County
P. O. Box 2848
Greenville, South Carolina 29602

Dear Dr. Hall,

Referring to our May correspondence on the Experience-Based Career Education Program (EBCE) at Mann High School, we have completed an interesting and informative slide/sound program which we believe would be of value to all the trustees. Therefore I am requesting approximately twenty minutes on your August 8th board meeting agenda to present the program and make a few pertinent comments on the EBCE program. I would expect to be accompanied by Mrs. Alice Badenoch, program coordinator, and perhaps one or two others.

I hope you will be able to approve this request and look forward to hearing from you soon.

Sincerely yours,

James C. Scott
Vice President
General Manager

JCS/jw

August 9, 1978

OFFICE OF
THE SUPERINTENDENT

Mr. James C. Scott
Vice President and General Manager
Marshall and Williams Company
P. O. Box 5285
Greenville, South Carolina 29606

Dear Mr. Scott:

On behalf of the Board and administration I would like to thank you for appearing before the Board last evening to make the presentation concerning Experience-Based Career Education. Your presentation had to be made under very adverse conditions; however, you did an excellent job in presenting the message.

Thank you again very much for your interest in our young people and most especially in these career oriented programs.

Sincerely yours,

J. F. Hall
Superintendent

JFH/cke

cc: Mrs. Badenock

The School District of Greenville County
Box 2048 · 301 Camperdown Way · Greenville, South Carolina · 29602 · 803/242-6450

August 17,1978

Mrs. Alice Badenoch
J. L. Mann High School
61 Isbell Lane
Greenville, South Carolina 29607

Dear Alice:

Thank you for your excellent presentation of the Experiential Career Education Program. All the participants could relate what you said directly to the program for gifted students.

We do appreciate your willingness to share your program and ideas with other teachers and principals. You are to be commended also for developing and implementing an outstanding program.

Sincerely,

Doris D. Clanton

Doris D. Clanton, Director
Instructional Services

DDC/rd

STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA

August 22, 1978

Mrs. Alice Badenoch
J. L. Mann High School
61 Isbell Lane
Greenville, SC 29207

Dear ~~Mrs. Badenoch~~ Alice:

I would like to thank you for your timely response to my request for a brief paper stating your perspective of career education. Its inclusion in the appendix of the One-to-Five-Year State Plan for Career Education will be extremely helpful in providing the rationale for formal support of career education within South Carolina and will greatly facilitate Ellen and me in our efforts to obtain approval of the plan from the Board of Education, September 8th.

Your interest and active involvement in career education are greatly appreciated.

Sincerely,

Mary

Mary Newton Miller
Career Education Planning Coordinator

cs

Mrs. Ellen Tollison Hayden
Career Education Consultant
Room 906-B, Rutledge Building
1429 Senate Street
Columbia, SC 29201

Dear Ellen:

Re: EBCE Dissemination

This morning I spent about 30 minutes with Senator Harry Chapman, Chairman Senate Education Committee, discussing the status of Career Education in South Carolina. As you know, Senator Chapman is a member of the National Career Education Taskforce chaired by Governor Busbee.

Senator Chapman viewed the EBCE slide/sound and shared with me his enthusiasm for the Career Education concept. He has requested a copy of the State Plan for Career Education from Governor Busbee.

Senator Chapman says that he will be in Columbia "as little as possible" between now and January. He hopes you'll let him know when you will be visiting me in Greenville and that you will make an appointment with him then to discuss Career Education. He believes that he can give Career Education a boost in this state and is enthusiastic about doing so.

Best regards,

Alice C. Badenoch
EBCE Coordinator

ACB:jw

cc: Don Dempsey

MEMORANDUM

To: Gloria Carter, Guidance - Fine Arts Center

From: Alice C. Badenoch, EBCE Coordinator

Subject: Experiential Career Education

Date: August 29, 1978

I enjoyed very much discussing with you the possibilities of involving Fine Arts students in Experiential Career Education and in more local performances, and I thought here to recapitulate some of my ideas.

First, the Internship is the segment of EBCE applying to your students since they have already made tentative career commitments. Mr recommendation would be summer school internships for credit since schedules of your students are tight.

There are any number of local people for them to work with. Your key contact for assistance in locating a variety of cultural arts careers is Ms. Bobbie Wheless, Executive Director of the Metropolitan Arts Center. Sylvia Marchant of the Museum is another possibility.

Personally, I'd urge you to offer internships emphasizing careers other than the performing arts. The chances of an individual making it in performing arts is statistically so slim; I feel you'd be doing a service by showing students that alternative uses for their talents do exist (i.e. music therapy).

I also think your plan to help the Fine Arts students perform more often locally is good. Be sure to capitalize on these performances with good publicity for the District and your alternative school. With all the talent that you have over there, you ought to be able to come up with a good portable display, something three-dimensional, perhaps a mobile on a portable tripod, to catch attention. Involve the students, both in your plans for performances and for publicity. They are creative.

Good luck on your aspirations. We shall be more than happy to work with you on logistics if you decide on summer internships.

MEMORANDUM

To: Lillian Simpson, Director of Guidance
From: Alice C. Badenoch, EBCE Coordinator
Date: September 5, 1978

It was good to see you on Wednesday, August 30, and to discuss possibilities for Career Education in District Guidance.

The EBCE staff will work with you as you request.

APPENDIX C

Transportable Product

EXPERIENTIAL CAREER EDUCATION FOR 11TH & 12TH GRADE STUDENTS:

A Transportable Product

Developed by the

Experience-Based Career Education Staff

J.L. Mann High School

for the

School District of Greenville County, Greenville, South Carolina

Dr. William Stubbs, Principal
Alice C. Badenoch, Experiential Program Coordinator
J.L. Mann High School
61 Isbell Lane
Greenville, South Carolina 29607

(Points of view or opinions stated do not necessarily represent official Office of Education position or policy.)

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Appendix

FORWARD

Although in essence the end goal of public education has always been education for a career, the concept of Career Education was articulated by Dr. Sidney P. Marland, Jr., in 1971, as a call for reform in public education. The concept has been accepted officially by the School District of Greenville County since 1973 when the Board of Trustees included Career Education as a component of its 5-year developmental plan:

> "Career Education: By 1978-79, all students will become acquainted with the world of work and be prepared to enter into and advance in a career field of their choosing. Concommitant with this goal is the preparation for a life of personal fulfillment and appreciation for the dignity of work."[1]

In 1976, a Districtwide Seed Team, under the direction of Career Education Consultant Harold Kay (dec.), developed a broad Career Education Plan for the District, incorporating the following definition of Career Education (which was aligned with that of the State Department of Education):

> "Career education enhances the goals and purposes of education. With respect to formal education, it is the responsibility of the total school program and includes all disciplines in the curriculum. It provides for an integrated and cumulative series of experiences designed to help each student achieve (a) increased ability to make relevant decisions about his/her life, and (b) increased skill in the performance of his/her life roles.
>
> "Career education is designed to provide the skill, knowledge, and understanding individuals need for their several life roles: economic, community, family, avocational, religious, and aesthetic. It recognizes the centrality of careers in shaping our lives by determining or limiting where we work, where we live, our associates, and all other dimensions that are significant in our life style. It is designed for all students and should be viewed as a life-long process. Through the wide range of school and community resources, all career horizons should be broadened and self-awareness should be enhanced.

---

[1]Five Year Plan, School District of Greenville County, adopted August 14, 1973, p.1

"The Career Education concept is a unifying force to bring together what was formerly college preparatory, collegiate, general, and vocational education as equal partners in the education enterprise."

In January of 1977, as an outgrowth of Seed Team activities, an Experience-Based Career Education program was implemented at J.L. Mann High School in Greenville County. This EBCE program was to be based on one of four national models (in this case the Research for Better Schools Model in Philadelphia, Pennsylvania), and it was funded by a Part D Demonstration Grant from the U.S. Office of Education, Vocational Education.

Since its beginning in 1977, the J.L. Mann EBCE program has been modified and adapted to better meet the needs of this District and, perhaps, other districts in South Carolina.

In the fall of 1977, prior to the establishment of a State Advisory Committee for Career Education and the development of a State Plan for Career Education, efforts were initiated by the Career Education Staff of the State Department of Education to identify the needs for Career Education in this state. The major need statements which surfaced through the needs assessment are listed in Appendix A.

Members of the EBCE staff have served as members of the State Advisory Committee for Career Education and have thus actively participated in the development of the State Plan for Career Education which is to be announced in late 1978.

The transportable product herein outlined is the outgrowth of the Experiential Career Education program at J.L. Mann High School in Greenville County and addresses the needs identified through the State Department needs assessment.

THE MODEL PROCESS

The process involved in this model moves the student out of the classroom into "real life" experiences in the community, thereby providing the student with affective knowledge of attitudes and values clarification as well as cognitive skills, and thus preparing the student to rationally choose his place in the working society.

By the very existence of the model within the school, the process also infuses "real life" situations into the established curricula of the classroom. Students bring to the classroom community experiences; community resources become more readily available to the classroom; teachers are reminded of the need to relate school and community to one another.

Although not a student goal of the model, the process also provides a much-needed channel for communication between school and community. Today's public actively seeks a voice in education. Through experiential career education, members of the community are provided a positive vehicle for communication within their area of expertise.

The community likes this input, and their expertise and enthusiasm are valuable school resources. (Appendix A - EBCE Newsletter, April, 1978)

PROGRAM OBJECTIVES

Objectives of the Experiential Model are based as much as possible on the Career and Occupational Development Objectives of the National Assessment.[2] Objectives are not the educational goals of any one school subject. Rather, they are the general achievements that result from good education and guidance.

A summary of the Career and Occupational Development Objectives follows. The objectives of the Experiential Model align with these except as indicated in parentheses:

I. Prepare for Making Career Decisions

- A. Know own characteristics relevant to career decisions.
- B. Know the characteristics and requirements of different careers and occupations.
- C. Relate own personal characteristics to occupational requirements.
- D. Plan for career development or change.

II. Improve Career and Occupational Capabilities (It is hoped that program participation would motivate the student to this end as he/she better perceives the job situation. Also, in selected internships students do improve in occupational capabilities).

III. Possess Skills that are Generally Useful in the World of Work

- A. Have generally useful numerical skills. (Meeting of this objective is dependent on students' choice of Internship)
- B. Have generally useful communication skills. (Improvement in communication skills is insured in Internship dealing with communication. However, in a broad sense, the process also appears to meet this objective).
- C. Have generally useful manual/perceptual skills (Meeting this objective is dependent on the students' choice of Internship).
- D. Have generally useful information-processing and decision-making skills.
- E. Have generally useful interpersonal skills.
- F. Have employment-seeking skills.

IV. Practice Effective Work Habits

- A. Assume responsibility for own behavior.
- B. Plan work.
- C. Use initiative and ingenuity to fulfill responsibilities.

---

[2]National Assessment of Education Process, 1971, Library of Congress Catalog, Card No. 75-140261

D. Adapt to varied conditions.

E. Maintain good health and grooming.

V. Have Positive Attitudes Toward Work

A. Recognize the basis of various attitudes toward work.

B. Hold competence and excellence in high regard.

C. Seek personal fulfillment through own achievements.

D. Value work in terms of societal goals.

PREPLANNING AN EXPERIENTIAL PROGRAM

Preplanning is essential to the success of implementing the Experiential Model. During the 1978-79 school year, the J.L. Mann EBCE staff is to be available to assist interested school staffs in preplanning. The following tasks must be accomplished by program staff prior to implementation:

Develop Community Resource Sites: An adequate and diversified number of community resource sites must be available to serve the projected number of students. The product of site development includes these items:

1. Site contact person
2. Address and phone number
3. Description of site
4. Learning activities for each available job at site
5. Estimates of time needed to complete each learning activity
6. Student dress requirements
7. Special instructions

Develop Career Education Resources: Career education materials suitable to the needs of program students must be gathered and collated by occupational cluster. Commercial materials are available; however, they are expensive and become rapidly outdated. Experience has shown that many free materials are available and are often more current. The J.L. Mann Center has materials which can be reviewed, and Staff will direct interested parties to many available resources.

Develop a Pre-test for Each Cluster Based on Available Resources: Students have a more meaningful community experience if they have some knowledge of the cluster at the time they go out into the community. The community people become frustrated in initiating conversation with a young student who is totally ignorant of trade vernacular. The pre-tests are designed as a means of forcing students to review career materials during orientation.

Develop an Orientation Program that Includes the Following: self-administered test and group exercises designed to help students make wise cluster choices for Exploration; providing

time for reading and testing on career materials; and preparing students for the new experience ahead.

Develop a Plan for Scheduling Students into the Community:

Learn the Techniques of Writing Meaningful Criteria-Referenced Student Contracts for Internships.

Develop an Ongoing Career Guidance Plan for Program Students.

Present the Experiential Program Concept and Logistics to the School Community (students, parents, teachers, administrators, and business community).

Recruit and Enroll New Students.

STAFFING

If assigned to this task three periods per day, one teacher (hereinafter designated Career Education Coordinator) from the high school's allotment can handle all program management responsibilities for forty students, with the exception of the community site development. If the Career Education Coordinator is to also assume responsibility for community site development, additional time is needed either in the form of additional class periods or perhaps time paid for during summer months. It is recommended that a District keep a central file of all community sites.

Mr. D. Kent Phillips and Mr. Robert C. Fulmer of the State Department Accreditation Division agree that, since the job of the Career Education Coordinator is primarily managerial, no specific subject area certification need be required at the present time, and they have authorized accordingly.[3] Guidance courses are recommended for the Coordinator.

A cooperating English teacher must also be blocked into the program two periods per day. (See "Scheduling" page)

PROGRAM IMPLEMENTATION

Program Management Responsibilities:

The following responsibilities are integral to management of the Experiential Program:

Identification and development of community resource sites

Enrollment of students

Orientation

Guidance component

Scheduling into community

---

[3]Meeting July 19, 1978 in Greenville.

Monitoring student progress

Awarding academic credit

Allied tasks

Identification and Development of Community Resource Sites: The strength of the Experiential Program relies heavily on the diversity of site development. If a number of sites are available, no one site needs to be overused. It is easy for a site to absorb one or two students but difficult to absorb a group of students. The process must be ongoing. Ongoing communication must be maintained with site persons when sites are not in use.

It is recommended that a central, district-wide file of developed sites be established so that communication channels may be coordinated. A form suitable for this purpose is in Appendix C.

Enrollment Requirements:

Program is open to enrollment of any 11th and 12th grade students.

Student may enroll for a total of four semesters (two Exploration and two Internship) at the discretion of the Career Education Coordinator (See Community Resource Component paragraph). Most students at J.L. Mann elect to enroll for two semesters, some only for one.

Participants must purchase school student insurance. The company presently handling student insurance (Mutual of Omaha) has officially stated that their policy will cover students off campus in the Experiential Program. According to school district attorney, Todd Ackley, the student insurance policy provides the community resource site with a "shared" liability. Liability of the resource site is in the same category as that of any individual visiting its premises.

Participants must provide a signed parental waiver permitting participation and excluding the school from responsibility for any injury incurred during program participation. (See Appendix C)

Participants must provide the personal transportation necessary for community participation.

Program staff (i.e. Career Education Coordinator) must retain the right to summarily remove from the program any student who cannot meet behavioral expectations in the community. The school cannot afford to send independently into the community a student who is irresponsible. In most instances at J.L. Mann, students have "risen to the occasion." It becomes the task of the Career Education Coordinator to make certain each student understands expectations.

Orientation: Students spend approximately the first two weeks of a semester in orientation in order that they may make wise choices of Exploration and/or Internship and in order that they may have an understanding of what to expect in the community in terms of vocabulary, site activities, appropriate dress, evaluation, etc.

Part of the orientation consists of Group Guidance (see guidance component).

Students also study factual information about the career clusters they select. Each student must pass with minimum competency a test based on this study.

Scheduling into Community: For scheduling in the traditional high school, the Experiential Program is blocked with the student's required English courses. So that some student travel time may be done after school hours, the program at J.L. Mann is scheduled in the afternoon.

The Career Education Coordinator and a cooperating English III/IV teacher are scheduled as follows with an implied enrollment of 40 students (20 juniors and 20 seniors):

	C.E. Coordinator	Class Load	English Teacher	Class Load
1.	Assigned Class	30	English Class	30
2.	Assigned Class	30	English Class	30
3.	Planning		English Class	30
4.	Lunch		Lunch	
5.	Experiential Program Management (see p. 6)	20	English III & IV taught to Experiential Program Students (see sample student schedule below)	20
6.	Experiential Program Management	20	English III & IV taught to Experiential Program Students	20
7.	Experiential Program Management	10	Planning	

The following typical student schedules provide details on the blocking within the program when the student moves into a community schedule which alternates with his/her required English elective class:

JOHN SMITH - 11th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
1.	U.S. Hist.	U.S. Hist.	U.S. Hist.	U.S. Hist.	U.S. Hist.
2.	Alg. II	Alg. II	Alg. II	Alg. II	Alg. II
3.	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
4.	Lunch	Lunch	Lunch	Lunch	Lunch
5.	Exp.C. Prog.	Exp.C. Prog.	Am. Lit.	Am. Lit.	Am. Lit
6.	Exp.C. Prog.	Exp.C. Prog.	Am. Lit.	Am. Lit	Am. Lit
7.	Exp.C. Prog.	Exp.C. Prog.	Am. Lit.	Am. Lit	C.E. Counseling

MARY JONES - 12th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
1.	Psych	Psych	Psych	Psych	Psych
2.	Calculus	Calculus	Calculus	Calculus	Calculus
3.	Physics	Physics	Physics	Physics	Physics
4.	Lunch	Lunch	Lunch	Lunch	Lunch
5.	Eng. Lit	Eng. Lit.	Exp.C. Prog.	Exp.C. Prog.	C.E. Counseling
6.	Eng. Lit	Eng. Lit	Exp.C. Prog.	Exp.C. Prog.	Eng. Lit.
7.			Exp.C. Prog.	Exp.C. Prog.	

The proposed class of 40 Career Education students would be composed of 20 juniors and 20 seniors. The juniors will be scheduled with American Literature and the seniors with English Literature.

The Guidance Component: All program students participate one hour per week in career guidance utilizing individual and group activities. The guidance component is flexible, yet geared to student development in these seven areas:

Self awareness
Decision-making skills
Interpersonal skills
Career awareness (including knowledge of resource materials)
Appreciation of work values
Self-assessment in relation to specific career areas
Employment-seeking skills.

Because the adult world in which these students will live is rapidly changing, students are encouraged to perceive the limitations of sex-role stereotyping and include non-traditional careers in their explorations.

An annotated bibliography of community career guidance materials and an overview of activities designed to meet these objectives is available from the J.L. Mann staff.

The Community Experience Component: Each student spends a minimum of six hours per week in community experiences. Scheduling, as previously indicated, involves two afternoons per week, each of three hours duration. The student may participate in either an Exploration or an Internship.

During a typical nine-week grading period, an Exploration (see flow chart, Appendix B) student is scheduled to three or four different sites within a job cluster. Fifteen job clusters have been developed at J.L. Mann, generally covering the total spectrum of careers available in this county.

The success of the community experience component relies heavily on a broad community site development enabling the Career Education Coordinator to schedule students on almost a one-to-one basis with adults successfully working in a variety of career areas. (More than 75 businesses, agencies, or industries are cooperating at this writing).

At the end of the nine-week grading period, the Exploration student assesses his experiences and moves on to a new career cluster.

The program Internship is designed for the mature student who has already accomplished a degree of self-assessment and made a tentative career commitment. This student remains in one cluster for one or two semesters, specializing in a career area, familiarizing himself/herself thoroughly with the job environment, and sometimes (though not as a condition of the program) developing an entry-level skill (see flow chart, Appendix B).

Program students are not paid for their community experiences. A paid employee presupposes economic productivity to the employer. The primary responsibility of the Experiential Program student is a productive learning experience. The J.L. Mann staff has found that, since the student is not paid, the employer generally assumes an obligation to provide a worthwhile learning experience. Employers have been more than generous in making available to program students a rich variety of personnel contacts and experiences.

Not infrequently, students do obtain paying jobs after program enrollment. A few of these jobs have come as a direct result of skills and knowledge gained in an Internship. (In several instances, employers have made jobs available to students for the expressed purpose of showing program support). More often, the jobs are simply unskilled jobs, such as those at quick food stores, which these students obtain and are successful in because they have become job-ready.

Monitoring: Monitoring is essential to success of an experiential program. Monitoring includes both site visits by the Career Education Coordinator and assessment of student products for evaluation.

Student Evaluation and Academic Credit Award: The Exploration segment awards 1/2 unit per semester in an elective credit designated Career Education and not under a departmental jurisdiction. The Career Education Coordinator awards the credit based on an evaluation of students' regularity in site attendance, any available feedback from site personnel, and reading of daily site journals submitted by the student. The journal requirement is designed to lead the student to an appraisal of the career in relation to self.

The Internship segment awards 1/2 unit per semester in an elective credit under a department heading. At the start of the Internship, the Career Education Coordinator, student, and community teacher develop a Learning Contract which is signed as approved by all parties involved, and also by the department chairperson authorizing the credit. The contract spells out specific student learning objectives, together with criteria-referenced products of evaluation. The Career Education Coordinator, in awarding a letter grade, may receive a recommendation from the site teacher and may solicit a recommendation from the department chairperson.

Several sample contracts are included in Appendix D.

Additional Tasks Allied to the Experiential Program: Certain additional tasks appear to naturally ally themselves to the Experiential Program. These tasks may or may not be incorporated into the Program. They are listed here to indicate the possibility of a broader program scope. Extensive incorporation of these responsibilities into the Program could call for staffing adjustments.

1. Job placement guidance for any student seeking this service. (In 1977-78, 100 J.L. Mann students obtained part-time or summer jobs after guidance).
2. Verification of early dismissals.
3. Input into the school's career guidance program as it emanates from the school's Guidance Department.

ADDITIONAL PROGRAM CONSIDERATIONS

The Internship segment of the Experiential Program lends itself to use as an independent study after school or during the summer months. Since the evaluation is a product, there is no reason that the program must be measured by six hours per week involvement. The contract can be fulfilled and evaluated if the community teacher certifies that the 80-hour attendance requirement has been met, providing the program is well-monitored and the evaluation product is acceptable.

The Experiential Program lends itself to the needs of gifted and talented students. Members of the Greenville community have made personnel and resources available to gifted and talented program students that no school district could afford.

The Experiential Program lends itself to the needs of the culturally deprived student who has no way of knowing the diversity of careers available and who may need to develop an appreciation of work values.

The Experiential Program provides a means for affirmative commitment of the school to Title IX.

A telephone and gas mileage and postage expenses must be furnished program staff for their community communication, site development, monitoring, and trouble shooting.

APPENDIX A

STATE DEPARTMENT NEEDS ASSESSMENT

From the analysis of the results of the needs assessment survey on career education made by the South Carolina State Department in the fall of 1977 emerged several common areas of emphasis. The needs are expressed both in terms of student needs and staff development needs, but are always directed ultimately toward meeting the needs of students. Below are listed the major need statements which surfaced:

There is a need to orient public school education toward the occupational future of young citizens of the state.

There is a need for inservice training for all school staff concerning the infusion of career education concepts within the existing curriculum.

There is a need for a local career education needs assessment at each school level.

There is a need for a policy statement from the local board of education supporting and defining career education.

There is a need to provide students with realistic information on job availability, employee expectations, and job requirements.

There is a need for teaching personnel to relate occupations and careers to students' academic subjects.

There is a need for teaching personnel to provide students with decision-making skills related to career and occupational selection.

There is a need for schools to make more effective use of interest, aptitude and ability testing in helping students make career decisions.

There is a need to develop communication and cooperation between school and community to facilitate the infusion of career education concepts at each school level.

There is a need for students to explore their primary occupational interests, strengths, and limitations.

There is a need for students to develop self-confidence, human relations skills, and respect for self and others.

There is a need to improve the functional and academic competencies of students to prepare them for future educational and occupational goals.

There is a need to develop students' economic survival skills related to the real world of earning, saving, and spending money.

There is a need to prepare students to choose an occupation based on their own skills and talents.

There is a need to prepare students to secure a job after graduation and use skills learned in school.

There is a need to provide students with experiential contact with the local business/industry community.

There is a need for the identification, cataloging, and use of community resources to support career education concepts at each school level.

There is a need to improve delivery of career information, career planning, and career counseling services for students.

There is a need for schools to provide students with training and manpower requirements in a wide variety of career/occupational fields.

There is a need for schools to relate post-secondary educational requirements to all career/occupational clusters.

There is a need for adequate evaluation systems to measure the efficiency and effectiveness of career education efforts.

Experience Based Career Education

WHICH WORKER ARE YOU ?

The painter Ben Shahn tells the story of the 13th century traveller who met three men pushing wheelbarrows. He asked in what work they were engaged, and he received the following answers:

The first said, "I toil from sunup to sundown, and all I receive for my pains is a few francs a day."

The second said, "I am glad enough to wheel this wheelbarrow for I have been out of work for many months and I have a family to support."

The third said, "I am building Chartres Cathedral."

EBCE students will build cathedrals. The objective of the EBCE program is to guide students toward career goals which match well with aptitudes, talents, and interests they have themselves identified. Thus EBCE students will find pride and dignity in their work.

Education is working at J.L. Mann

April, 1978 Newsletter

COMMUNITY ENDORSES...

Approximately 100 employers in the Greenville area are providing over 400 different jobs for J. L. Mann students to "explore" in industries, businesses, and agencies. The EBCE student may explore careers in law and justice, health, engineering, communications, computer science, small business --- you name it --- if the job exists in Greenville County, some employer stands ready to open his doors to a J. L. Mann student seeking career exploration.

Why this enthusiastic reception of career education by the Greenville business community? There is no question that it costs the business community money in terms of the use of valuable resources --- the staff, the machines, and the time devoted to Mann students. What do these businesses get in return for this investment?

Mr. William R. Merritt, President of FIDELITY FEDERAL SAVINGS AND LOAN ASSOCIATION, states that he believes business and industry has an obligation to the student and the general public to do all in its power to strengthen the free enterprise system through the field of education and that Fidelity Federal is "completely sold on the EBCE concept" as a means to this end.

"We believe," says Mr. Merritt, "that business and industry must take a positive step to assure a complete understanding and thus a continuation of our free enterprise system. We believe that the best educational vehicle for this is the EBCE program which allows the student to become actively involved in business and industry at a working level..."

The School District of Greenville County
Greenville, South Carolina
Dr. J. F. Hall, Superintendent

"It is impossible for (the student) to be a part of the business community without beginning to form an understanding of the system."

James C. Scott, Vice-President of MARSHALL & WILLIAMS CO., has another viewpoint of what business gets in return for its investment in EBCE. "The EBCE program," says Mr. Scott, has the potential of becoming one of the best vehicles for mutual student-community benefit that I have seen...

"While the benefits which accrue to the students are obvious, the experience we have had at Marshall & Williams shows a latent benefit which was unexpected: the feeling of importance, satisfaction, and accomplishment which our employees have expressed as they have become involved with the EBCE students. Although we as managers all realize the importance of positive 'strokes' or affirmation to our duty to award them, by showing interest and learning, the EBCE students are literally showering the employees with affirmation. The employees also get a good feeling about the company fulfilling its corporate citizenship responsibilities by its program participation."

The GREENVILLE HOSPITAL SYSTEM has provided multiple job explorations for EBCE students in every phase of health careers. Hospital spokesman, Miss Mimi Collier, an Administrator in the Community Affairs Division, states that the Greenville Hospital System perceives the EBCE program as "mutually beneficial." Miss Collier describes EBCE as "certainly a great learning experience for the students," but further states that EBCE "also helps the hospital system by stimulating interest in health careers, by increasing the knowledge and understanding of our efforts, and by giving us the opportunity to contribute to education."

PARENTS ENDORSE . . .

A parent and also a community resource through the PHILLIS WHEATLEY CENTER, Mrs. Barbara Clinkscale describes EBCE as a program which has given her son "an opportunity to see, as well as function in, areas of the business world which he could not otherwise have gained access to." As a result, her son is "now able to communicate with ease and poise" and is well on the way to maturity.

Mrs. Michael Bender says that "as a parent, I have seen a sixteen year old, middle child grow...blossom... into a mature young lady, able to meet the public and to cope with the real workday world in a way which belies her years."

WHAT IS EBCE?

EBCE is a program in Career Exploration & Internship at J. L. Mann High School, open to all students in grades 10, 11, & 12.

EBCE offers its students the opportunity to venture out into the community of Greenville to sample at first hand from more than 400 varying jobs, testing their own skills and matching careers to personal interests.

EBCE provides its students with guidance in job planning, self evaluation, and decision making. Guidance sessions help students make the work experiences meaningful in relation to themselves.

EBCE blends academic learning in the classroom with experiences in the world of work. Adults in industry and business take pride in working with students. EBCE students are realistically motivated to learn.

EBCE is a project funded by the Office of Education to demonstrate this realistic and basic approach in education to other schools and school districts across the state.

STUDENTS LEARN...

BCE Makes the future look ood.
Brantley Wooten

idas is well known for mufflers nd shocks, but I think they should e well known for their courtesy toard their customers.
Robert Dawkins (MIDAS MUFFLER SHOP)

rs. Moore told me they were going o put a pace maker in the man's eart and she had to take X-rays uring the surgery. I watched on he X-ray screen as the surgeon ade a small cut above the collar one and inserted a tube through he artery.
Barbara Graham (GREENVILLE HOSPITAL SYSTEM)

The routine of an investigator is very different from those you see on . It's not as easy as it looks! It consists of going to the jail house, interviewing the inmate, making telephone calls, interviewing witnesses, and getting useful information.
Stephanie Chappell (PUBLIC DEFENDER)

I remember the first time I ran the sorter. I put the IBM cards in the sorter to get them in numerical order. I didn't get the cards quite straight and the sorter made the most horrible noise I've ever heard. It took forty-five minutes to un-jam it. They tell me you have to learn by your mistakes. Believe me, I haven't jammed it again.
Mary Blake (SCHOOL DISTRICT OFFICE)

I worked with a reading group making a book. Each child made his own and we really made a BIG mess. Oh well, we learn from messes! Right?
Laura Waters (SARA COLLINS ELEMENTARY SCHOOL)

Excitement in school? I went ten years without finding out that school could be more than just a dull day behind the same old desk. EBCE has made the hours behind the desk worth it, because I know now I'm not just working, I'm working towards something.
Kay Bender (GREENVILLE NEWS-PIEDMONT)

Mr. Daker gave us applications to fill out, then called us into his office one-by-one for interviews as if we were applying for jobs.
Walter Brown (HARRISON ELECTRIC)

One patient was a poodle who had been poisoned. WE SAVED HIM! We put him in the incubator and turned the heat way up. The next day he was much better.
Sandra Black (DR. HOWELLS)

Larry told me his job involves pressure and that this causes him to do a better job. That impressed me because I too work better under pressure.
Kay Bender (WFIC-TV)

Confidence was the owner's main ingredient to success, along with making customers feel welcome.
Roy Cook

Before EBCE, I thought nurses were all the same: they wore white uniforms and stuck a thermometer in your mouth. Rehabilitative nursing is different. Some rehab patients have no hope of getting better. This specially trained nurse gives a reason for trying to make the best of a situation. Imagine the patience it takes to persuade an elderly patient to eat; yet to eat brings her out of depression. Imagine the joyous reaction when a teenage patient says his first words after months of treatment. My rehab experience was inspiring. Thanks.
Kenny Bridwell (Written for House Organ of GREENVILLE HOSPITAL SYSTEM)

EBCE Students and staff take this opportunity to thank the many industries, businesses, and agencies in the Greenville community who have invested so tremendously in this educational program. We appreciate the time and interest provided by you and your employees. We know that because of you, EDUCATION IS WORKING at J. L. Mann.

AAA World Travel Agency
Addressograph-Multigraph, Inc.
Alpert, Dr. Richard, DDS
American Monorail, Inc.
Appalachian Council of Governments
Arnold Opticians
Bache, Hollsey, Stuart, Shields, and Company
Beck Middle School
Belk-Simpson Department Stores
Burger King
Chandler, Dr. Jack, M.D.
Circuit Solicitor's Office
Citizens and Southern National Bank
City of Greenville Police
Community Council
Daniel International
Family Counseling Service
Fidelity Federal Savings & Loan Association
Gaulden, Joan, Interiors
Givens Youth Correctional Center
Greenville, City of
Greenville, County of
Greenville County Court System
Greenville County Health Department
Greenville Hospital System
Greenville News-Piedmont
Greenville Urban League
Hall, Dr. Morris, DDS
Harrison Electrical Constructors, Inc.
Henderson Advertising Agency
Hill, Dr. Willie, DDS
Holiday Inns
Honeywell, Inc.
Howell, Dr. Joseph, DVM
International Business Machines
Jervey, Dr. E. D., Ophthalmologist
Keys Printing Company
Legal Services
Leslie Advertising Agency
Liberty Life Insurance Company
Litho Services
Loebe, Rhoades, & Hornblower & Company
Loom Products Corporation
J. L. Mann High School
Manpower
Marshall and Williams, Inc.
Metropolitan Life Computer Center
Midas Muffler Shop
Mini-Skool, Ltd.
Mitchell & Joe, Attorneys
Nicholtown Center
Phillips Fibers, Inc.
Phillis Wheatley Center
Po' Folks
Police Service Bureau
Public Defender's Office
Ryder Truck Rentals, Inc.
Sara Collins Elementary School
School District of Greerville County
Sheriff's Department
J. E. Sirrine Company
Snelling & Snelling
Southeastern Kusan Company
South Pleasantburg Nursery
Star-Astro Bowling Center
Theodore Accounting Service
Union Carbide Company
U. S. Life Credit Corporation
U. S. Packaging Corporation
Wells, Dr. J. A., Ortnodontist
WESC-Radio
WFBC-Radio
WFBC-TV
Woven Electronics, Inc.
Wyche, Burgess, Freeman, & Parham

For Additional Information:

Project Director – Dr. William Stubbs
Project Coordinator – Alice C. Badenoch
Community Resource Coordinator – Bill Kendall
Guidance Counselor – Helen Smalls

J.L. Mann High School
61 Isbell Lane
Greenville, South Carolina 29607
Telephone (803) 288-5863

(The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.)

EBCE Thanks also these firms who have provided part time jobs to EBCE and to other J. L. Mann students.

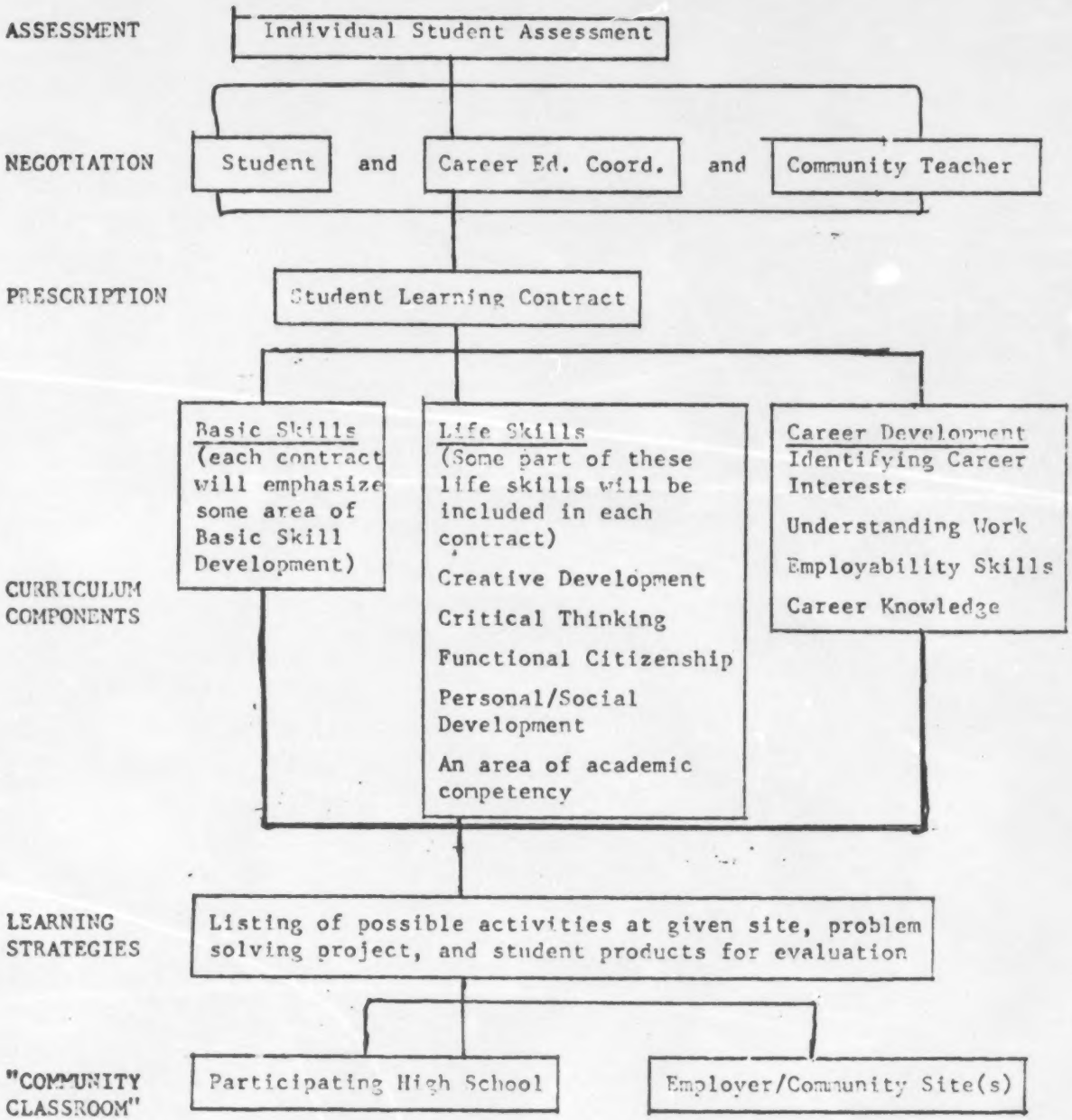
Belk-Simpson Department Stores
Bi-Lo
Chick-Fil-A
Clemson University
Goldsmith Insurance
Greenville Hospital System
Greenville News-Piedmont
Holiday Inn
Hungry Bull
Kentucky Fried Chicken
Martin's Greenhouse
Midas Muffler Shop
Po' Folks
Rhodes Furniture
School District of Greenville County
Sitton Buick
Southeast Services
Stone Manufacturing Company
Taco Cantina
Theodore's Accounting
Wendy's
WGGS-TV
Wicke Lumber

The School District of Greenville County
J. L. Mann High School
61 Isbell Lane Greenville, South Carolina 29607

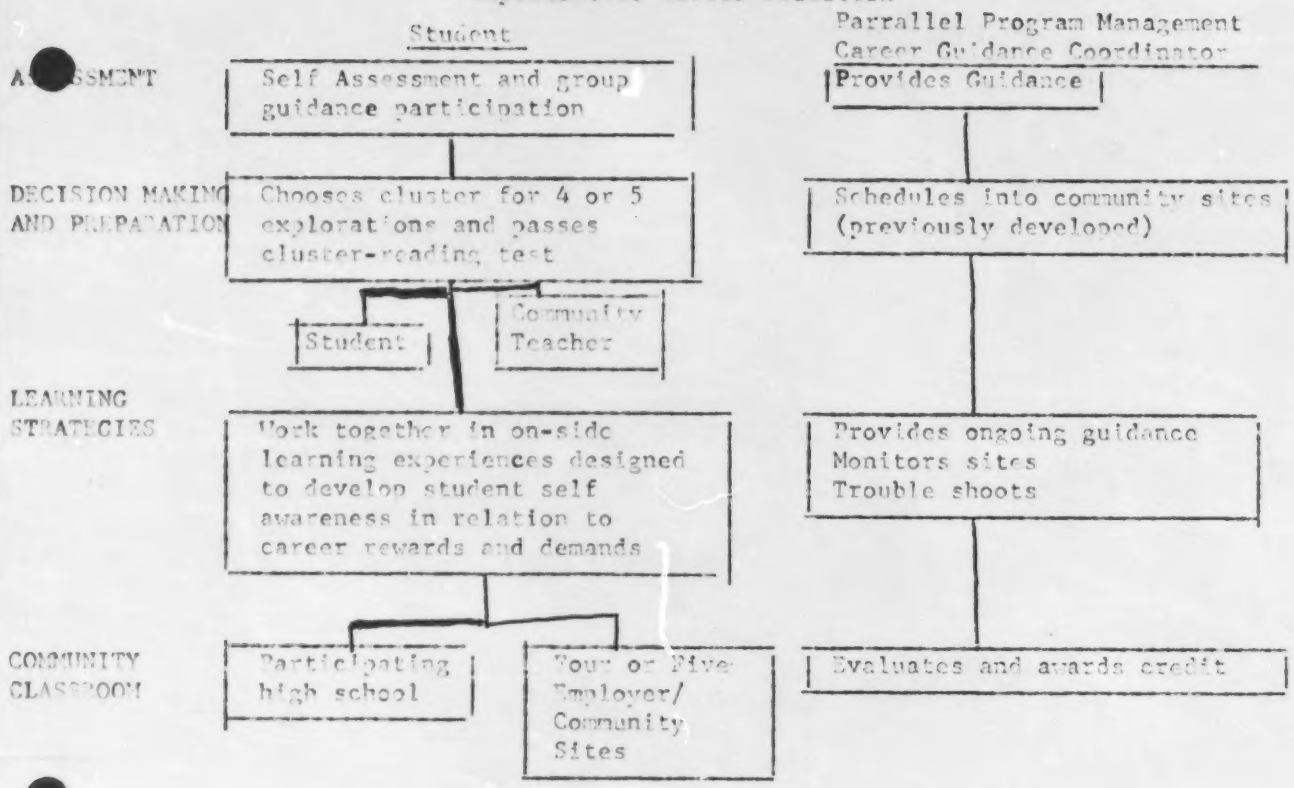
Non Profit Org.
Permit #939
Greenville, S. C.

APPENDIX B

THE INTERNSHIP PROCESS
of
Experiential Career Education



EXPLORATION PROCESS
of
Experiential Career Education


Student
Parrallel Program Management
Career Guidance Coordinator
ASSESSMENT
Self Assessment and group guidance participation
Provides Guidance
DECISION MAKING AND PREPARATION
Chooses cluster for 4 or 5 explorations and passes cluster-reading test
Schedules into community sites (previously developed)
Student
Community Teacher
LEARNING STRATEGIES
Work together in on-side learning experiences designed to develop student self awareness in relation to career rewards and demands
Provides ongoing guidance
Monitors sites
Trouble shoots
COMMUNITY CLASSROOM
Participating high school
Four or Five Employer/ Community Sites
Evaluates and awards credit

APPENDIX C

1. _____

2. _____

3. _____

4. _____

Name of Company _____

Address _____ phone _____

Initial contact person: _____ Title: _____

_____ Title: _____

_____ Job: _____

_____ Job: _____

_____ Job: _____

_____ Job: _____

_____ Job: _____

_____ Job: _____

Company Product or Service: _____

Other notes: _____

Student Name

Advisor

EXPERIENTIAL CAREER EDUCATION WAIVER

I have discussed the Experiential Career Education program with my son/daughter. I understand that most of the learning activities will take place off campus and not under the immediate supervision of school personnel.

I agree with the program objectives and give my son/daughter permission to leave the school campus during school hours for Program activities.

I agree to take out the school insurance for my son/daughter as a requirement for program participation, and I will not hold the school responsible for any injury incurred during participation.

Signed _____
Parent or Guardian

Date _____

APPENDIX D

1/2 Unit Elective Credit/
Business
Grade _____
Date for Completion

INTERNSHIP CONTRACT
J.L. Mann High School
Date

Name of student:_____ Advisor:_____

Internship Title: Career Exploration: Accounting

Cooperating Community Teacher: _____

_____

Overall regulations: Student will allot a minimum of 80 hours study for this unit plus one hour per week group counseling. Contract will be monitored. One-half unit of credit will be awarded in the Business Department.

Objectives: Student will be able to.....

1. Describe the career of accounting:
   a. roles and functions
   b. accounting in relation to other careers
   c. qualifications for entry
   d. working conditions, rewards, and benefits
   e. required professional affiliations
   f. effect of this career on one's lifestyle
   g. perception of this career in relation to herself

2. Define the problems of setting up an efficient money management system for the small business client who has inadequate methods of solutions.

3. List and define twenty terms in the vernacular of accounting.

4. Demonstrate professional poise on the job.

Evaluation:

1. Informal paper describing this career.

2. Formal research paper answering Objective 2

3. List of terminology and definitions.

4. Subjective written evaluation by community teacher (to be attached to permanent record).

Signed by:

Student _____

Community Sponsor _____

Career Education Coordinator _____

Department Head _____

Art

Grade _____

Date for Completion _____

INTERNSHIP CONTRACT
J.L. Mann High School
Date

Name of student: _____ Advisor: _____

Internship Title: Career Exploration: Interior Decorating

Cooperating Community Teacher: _____

_____

Overall regulations: Student will allot a minimum of 80 hours study for this unit plus one hour per week group counseling. Contract will be monitored. One-half unit of credit will be awarded in Art Department.

Objectives: Student will be able to.....

1. Describe the career of Interior Decorating
   a. roles and functions
   b. Interior Decorating in relation to other careers
   c. qualifications for entry
   d. working conditions, rewards, benefits
   e. required professional affiliations
   f. effect of this career on one's lifestyle
   g. perception of this career in relation to herself.

2. Define the problems of designing the interior of two rooms to suit the needs of a hypothetical client. Community teacher will provide client description, room specifications, and budget limitations. Student will provide solution including suggested color and fabrics, furniture, description of accessories, and rationale.

3. Use vernacular of this trade.

4. Demonstrate professional poise.

Evaluation:

1. Informal paper describing this career.
2. Formal research paper with visuals answering Objective #2 together with demonstration "sale" to hypothetical customer
3. List of twenty terms and their definitions for this career.
4. Subjective written evaluation by community teacher (to be attached to permanent record).

Signed by:

Student _____ C.E. Coordinator _____

Community Sponsor _____ Department Head _____

CPU Contract

(Cooperatively Planned Unit)

J.L. Mann High School

Date

Name of student: _____ Advisor _____

Title of CPU: _____

Cooperating Community Teacher: _____

_____

Overall regulations: Student will allot a minimum of 80 hours study for this unit including one hour per week group counseling. Contract will be monitored. One-half unit of credit will be awarded.

Objectives: Student will be able to.....

1. Describe the career of early childhood education
   a. roles and functions
   b. early childhood education in relation to other careers
   c. qualifications for entry
   d. working conditions, rewards, and benefits
   e. required professional affiliations
   f. effect of this career on one's lifestyle
   g. perception of this career in relation to herself

2. Develop and carry out six lesson plans for group playground activities

3. List and define any vernacular of the career area

4. Demonstrate professional poise on the job.

Evaluation:

1. Informal daily journals describing this career area.

2. Six written lesson plans to include rationale based on anticipated group make-up, measurable learning objectives, and a criteria-referenced written evaluation of the outcome.

3. List of terminology and definitions.

4. Subjective written evaluation by community teachers.

Signed by:

Student: _____

Community Sponsor: _____

C.E. Coordinator: _____

Department Head: _____

CPU Contract
(Cooperatively Planned Unit)
J.L. Mann High School
Date

Name of Student: _____ Advisor: _____

Title of CPU: _____

Cooperating Community Teacher: _____

_____

Overall regulations: Student will allot a minimum of 60 hours for study in the community plus personal study and group counseling for a total of 80 hours. Contract will be monitored. One-half unit of credit will be awarded.

Objectives: Student will be able to .....

1. Describe the roles and functions of artists working in recreational areas.
2. Describe their careers in relation to other careers in recreation.
3. Site qualifications for entry.
4. Describe working conditions, rewards, and benefits.
5. List professional affiliations.
6. Describe effects of this career on one's lifestyle.
7. Evaluate this career in relation to herself.
8. Demonstrate skill in communicating goals of project to potential community sponsors and soliciting their support.
9. Scheduling, supervising, and motivating young people in a creative undertaking.
10. Define a creative art project, transfer design ideas to visual form, identify resources for its completion, gather resources, develop project, and evaluate outcome.

Evaluation:

1. Paper by student describing career research.
2. Step-by-step written and graphic documentation prepared by student of the development of a public art project. This will include a series of photographs demonstrating progression of a design idea.

3. Impressionistic water color sketches by student to be used to elicit community understanding.

4. Daily log.

5. Subjective evaluation by sponsor.

Signed by:

Student: _____

Community Sponsor: _____

C.E. Coordinator: _____

Department Head: _____

CLUSTERS FOR CAREER INTERNSHIPS

	Clusters	Department for Credit
1.	Architecture and Engineering	Math or Art
2.	Business Administration	Business
3.	Clerical and Computer	Math or Business
4.	Communications	English
5.	Fine Arts Administration	Art
6.	Government Services (Admin. of)	Business or Social Studies
7.	Health Careers	Science
8.	Law and Justice (police, criminal law, civil law, etc.)	English or Social Studies
9.	Manufacturing and Engineering	Vocational or Math
10.	Marketing and Advertising	Art or Business
11.	Money and Banking	Business
12.	Sales	Business
13.	Small Business Management	Business
14.	Social Services	Social Studies
15.	Teaching	English